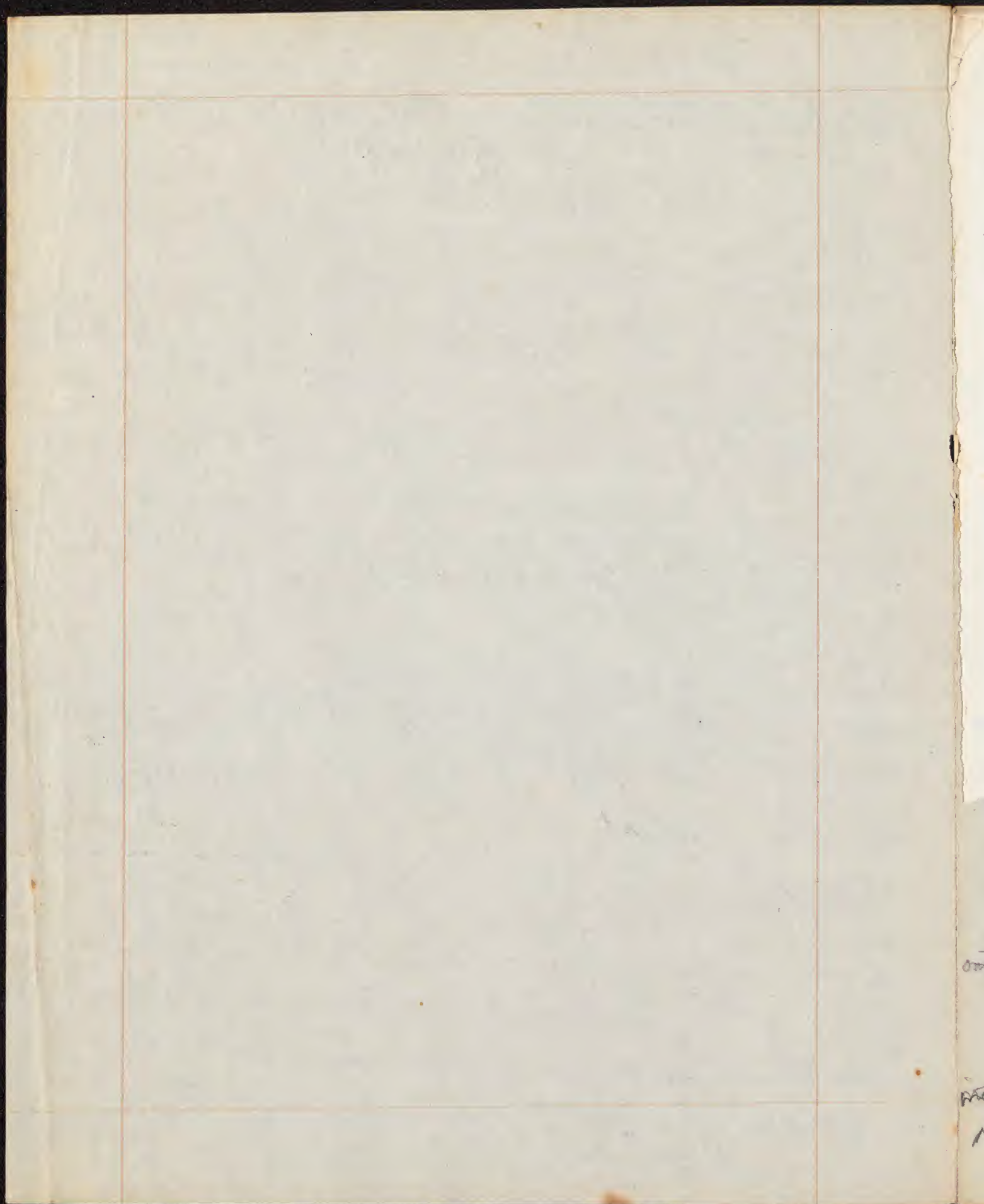


Introductory Lecture to the Course on
Practice of Medicine, Delivered at Philadelphia College of Medicine,
 Oct. 15th 1838.

I have the honor, gentlemen,
 to represent, to you, in this Institution, a
 department of ^{momentous} importance, and ~~great~~ ^{any} responsibility. Whatever doubt may, with the un-
 initiated, exist in regard to ~~any other~~ topics of a
 medical course, none can ever question
 the ^{the interest} ~~magnitude~~ of that of the Practice of Medicine.
 To it, ^{and Surgery, including the latter} all the others look, as their end and
 aim. Upon ^{Practice} ~~it~~ as upon a focus, they concentrate
~~their~~ rays. If we may compare the ^{venture to} sevenfold
 emanations of ~~medical~~ collegiate instruction to any-
 thing so bright as a prismatic spectrum, ^{of rays} the
 principles and precepts of the practical ^{on Practice} course
 ought so to embody and combine the essence and
 total result of the others, that, as, ^{the} red, orange,
 yellow, green, blue and violet ^{rays} have, each, their
 representatives ^{among} of the rest, — it should be typified
 by ~~the~~ ^{the} white light, produced by the union
 and concentration of all, as it is the application of ^{the} principles
 derived from all, that concerns ^{just} the management of disease.



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I am ready, ^{upon this subject,} at once, to take
refuge in the sentiment, that

learning, [^] But, in this age of diffused and
classified knowledge - ~~this age, in which the Press~~
~~has eclipsed the throne~~ ^{elective} ~~and the Magnifying Glass~~
~~has eclipsed the throne~~ ^{and the Magnifying Glass} ~~has eclipsed the throne~~
~~the Sceptre~~ [^] ~~when all man's learning, of all ages,~~
[^] takes the wings of the morning sheet that lies upon our
table, or is spread in ~~many~~ pages that fill our libraries,
[^] less depends than ~~once~~ upon the individual.
[^] The method ^{now, in science,} grows, [^] of the most importance, the man of the least.

2

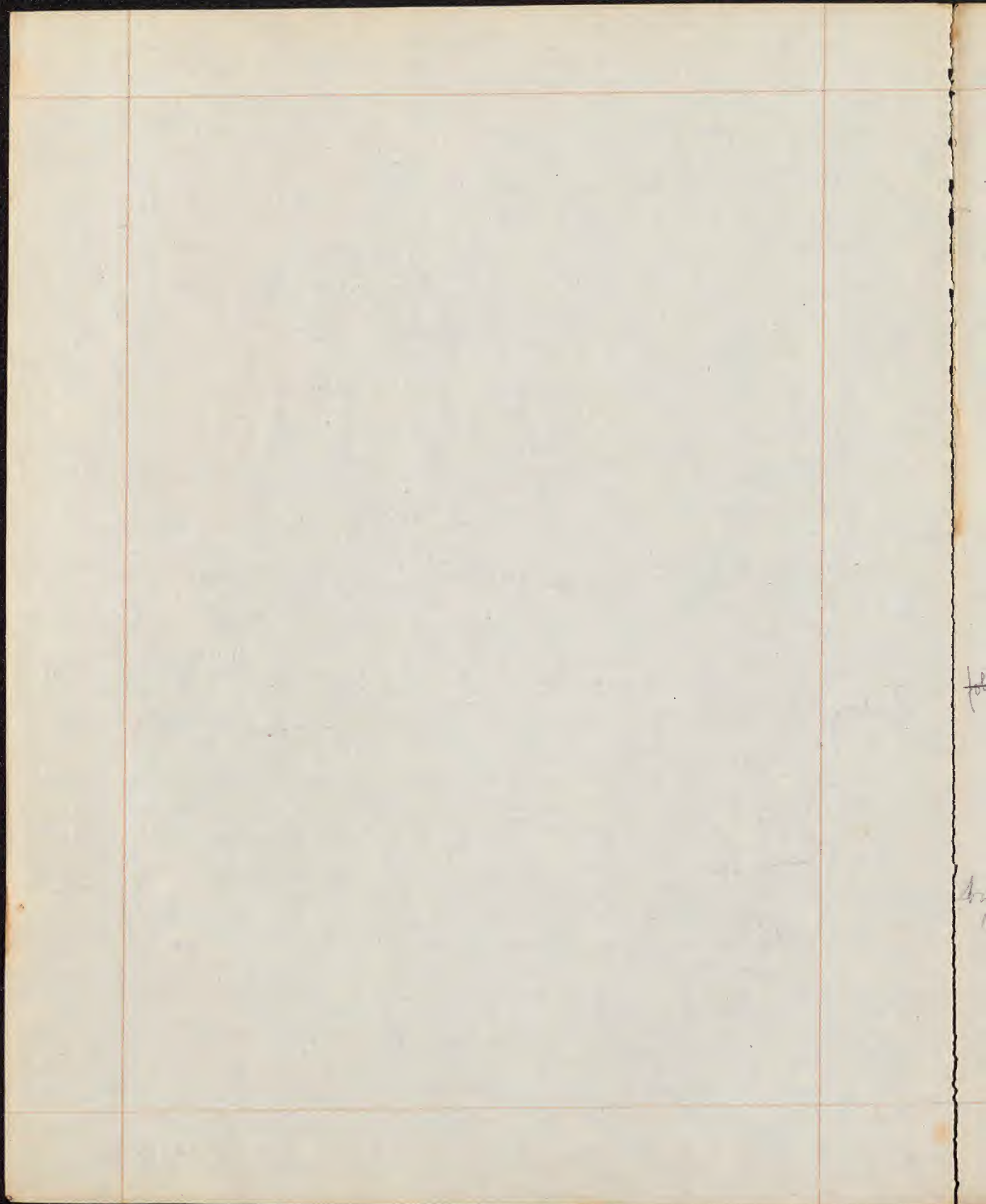
then,
Dare I, thus to place before you
so high a standard of the ^{object of the} labor we have
before us to undertake? If so, - it is
but to deprecate your expectation of
^{ideally} ^{altogether} its being fulfilled; - while I ask for your
^{and indulgence}

realization of our ideal of the teaching of our
Practice of Medicine, it would require
a constellation of abilities and acquisitions, which
are great in themselves, - and ^{very seldom} ~~not often~~ united:
more than Hippocratic experience; ^{more than} Aristotelian
learning; ^{more than} Platonic eloquence.

But, in this age of diffused and
classified knowledge - this age, in which the Press
^{has} ~~has~~ eclipsed the ~~throne~~ ^{elective} and the magnetic bar, ~~has~~
^{entrained} the Sceptre, when all man's learning, of all ages,
takes the wings of the morning sheet that lies upon our
table, or is spread in ~~many~~ pages that fill our libraries,
^{methods are} less depends than ~~once~~ upon the individual.
The method grows, ^{now, in science,} of the most importance, the man of the least.

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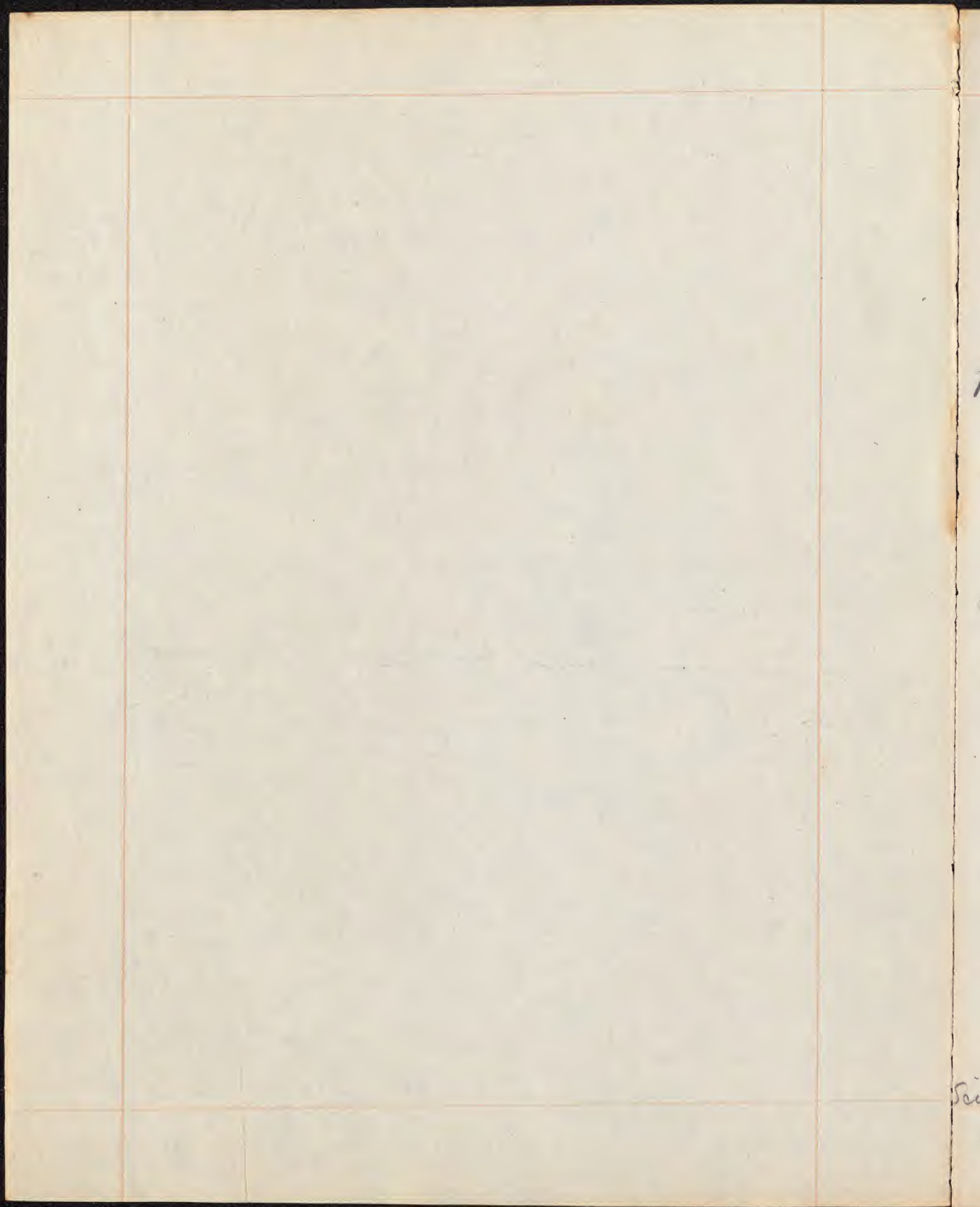
with, therefore, but few grey hairs,
with but ~~nineteen~~ ^{eighteen} years of study of medicine,
and but ~~thirteen~~ ^{thirteen} of practice, the partiality
of my colleagues has obliged me to ~~assume~~ ^{maintain} the
Duty of an instructor in this department. ^{Most}
of those years, it is true, ^{if you will pardon the expression} ~~have~~ ^{been} spent in the ^{midst of the very} Temples
of Medicine, the Hospitals and Colleges, - where ex-
perience grows ripe with almost ~~with~~ tropical rap-
idity; and, with the advantage, ^{too,} of the preceptorship
of one, a veteran indeed; ^{one who} bore the load of half
a century of the largest ^{and best used} opportunities of observation;
[would to Heaven that it might be transferred! Too]
[If the ^{or that preceptor} ~~mantle~~ could be (indeed) transferred with this
name), then, with less diffidence would I now
stand before you, as an interpreter of the oracles
of ~~Practical~~ ^{Practical} Medicine.
I would be, however, rather, ^{gentlemen,} a leader
and a guide ^{in my department} than an authority, with you. I claim
not to speak ex cathedra. I would be one of
you; let us ~~then~~ see what we can do, in
the study of the practice of Medicine; of
the art, as termed from, and founded upon, the Science.



74

~~following~~

of this city as



(15)

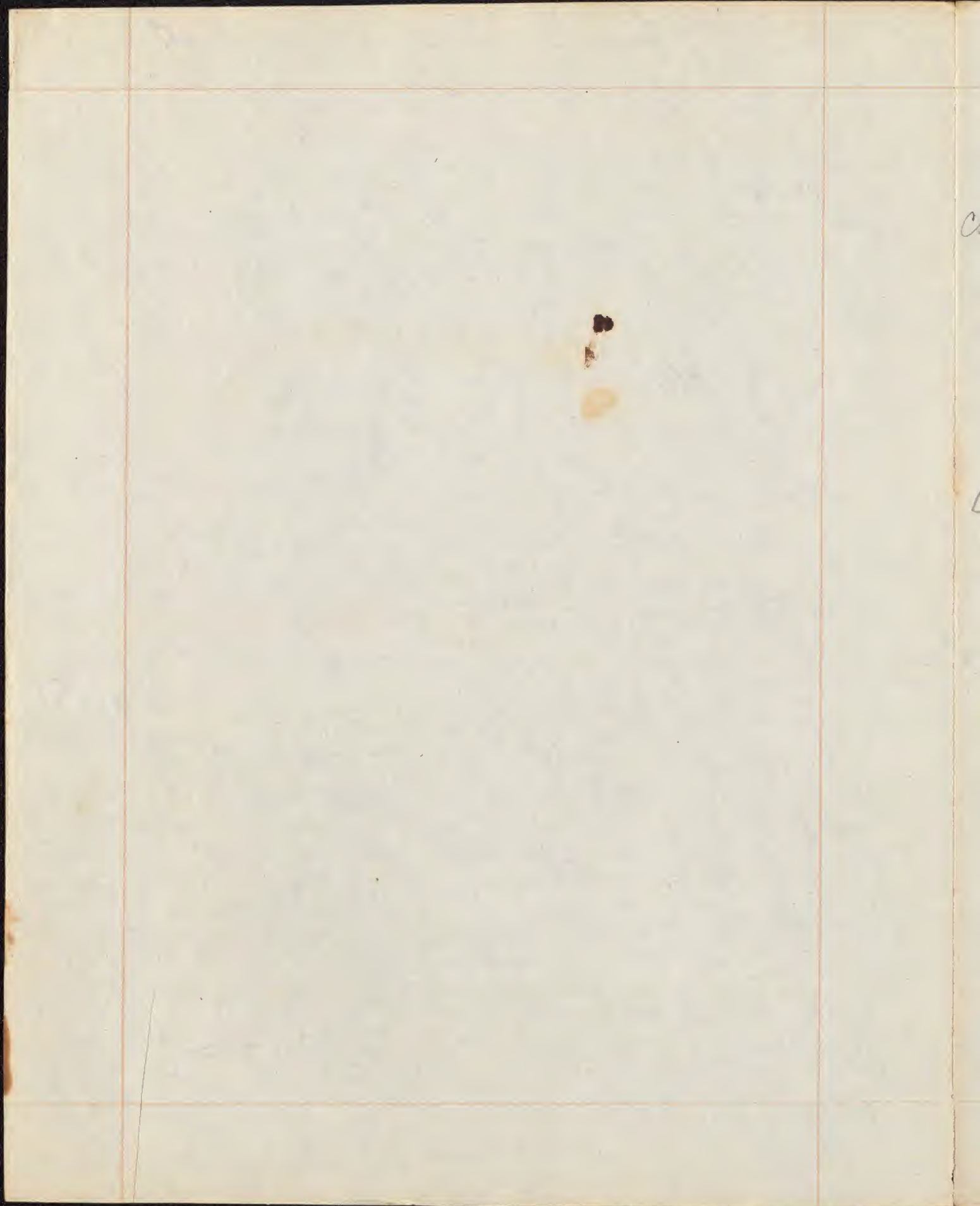
This method is characterised, especially,
by a reverence for authority in medicine; by
a high valuation of antiquity, or at least of the
genius of the ancients; — and by a fondness for tracing,
step by step, the progress of medical opinion,
~~through~~^{by a} comparison of the opinions of leading in-
dividuals ^{& schools} of different ages, as well as ⁱⁿ ~~off~~
our own.

There can be no question that
advantage arises from this kind of comparison
and reference. Historical knowledge of ^{any} science
is the strongest butt, — because it ~~is~~ involves ~~the~~
~~the~~ acquaintance with the very stones and arches
of the edifice; — ^{it} is symmetrical and proportioned; and
is fortified especially against old errors, which
tend to return ^{constantly} under new names.

The genius of the ancients, also,
well deserves our reverence. It did not ~~only~~
~~with the~~ ^{alone} animate the painter's or sculptor's hand,
~~nor the~~ ^{the} orator's voice, or the poet's diction.
^{Science recognised its touch of power.}
As stands Plato, ^{among} the immortal records
of philosophy, — as ring ~~with~~ the tones of Demosthenes

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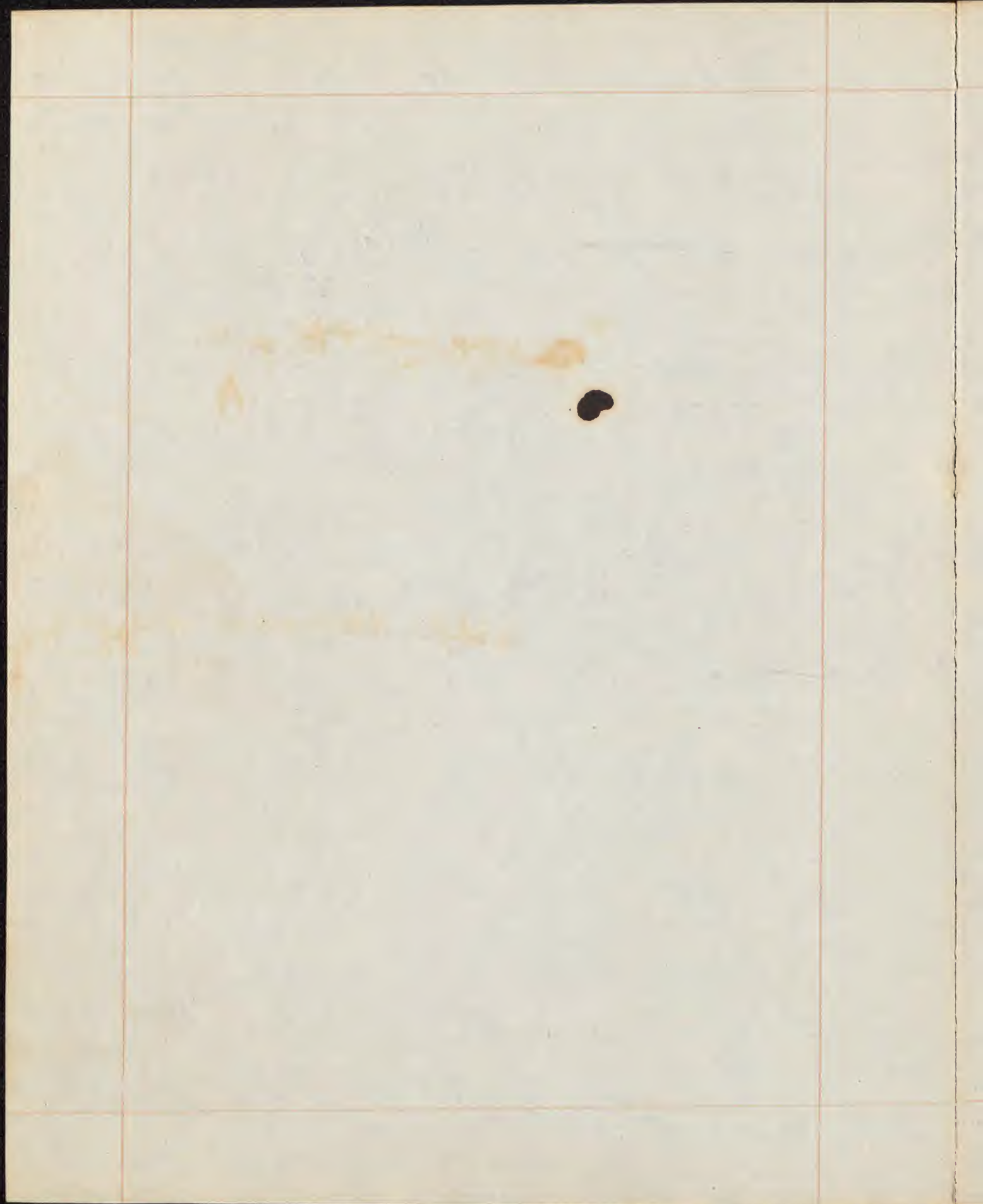
over the ^{now ruined} ~~deserted~~ Agora, — so must we, after ⁸⁶
the accumulation of more than twenty centuries of
medical knowledge, — yet acknowledge ^{that} Hippocrates
remains ^{as conspicuous as} ~~one of~~ the greatest of physicians; one of
the best of practitioners, as well as of writers and
teachers: and we may look back even before his
day, — to the "Coan Praenotions" and "Cnidian Sen-
tences," — to show that Medicine was a Science
coeval with the birth of Philosophy itself. There
is no doubt that, from the writings of Hippocrates,
of Celsus, Dioscorides, Galen, Aretaeus, Oribasius,
Paulus Aegineta, and others, of Greece, Rome,
Pergamus, ^{and Arabia,} ~~and~~ Alexandria, much may be gleaned,
that deserves not to lie buried in the musty
tomes of undisturbed libraries. Medical learning,
too, finds a rich harvest in every modern
age, and in every civilized country. Witness, in
Germany, the earlier names of Boerhaave, Hoffman,
Stahl, and Quenbrugger; of Wildenbrand and Hufeland;
^{these of} ~~with~~ our own contemporaries, of ^{already ripe} ~~and more~~ ^{known} ~~known~~, —
Skoda, Rokitsansky, Wunderlich, and others. Witness,
in Italy, amongst the many, — Ramazzini, Baglivi, Lancisi,



and ^{all} ~~Torti~~ authorities ~~to~~ this day upon various
forms of fever: in France ^{as} noble examples, -
Bichat, Poniel, ~~Cornicart~~, Laennec, Broussais,
^{Chomel &} ~~Louis~~, ~~and Chomel~~: in ^{England} ~~England~~, Sydenham,
Cullen, and Brown, - each a ^{superior} ~~host~~ in his own
power, - with a host of ^{superior} ~~many~~ dead, and
an equal host of ~~two~~ successors; - amongst
whom you will soon ^{if not already} know Stokes, Alison, Simon,
^{Bennett} Budd, ^{and others}, to become household names;
with whom ^{too} our ^{american} Rush, Hosack, Drake,
^{Wood, Dickson,} Bartlett, ^{and others} La Roche, ^{must} be admitted to
~~an equal~~ companionship.

I do not design to fighten you
with this array of names; - but, to express, only,
in a few words, my appreciation of the ^{high} value
of medical learning.

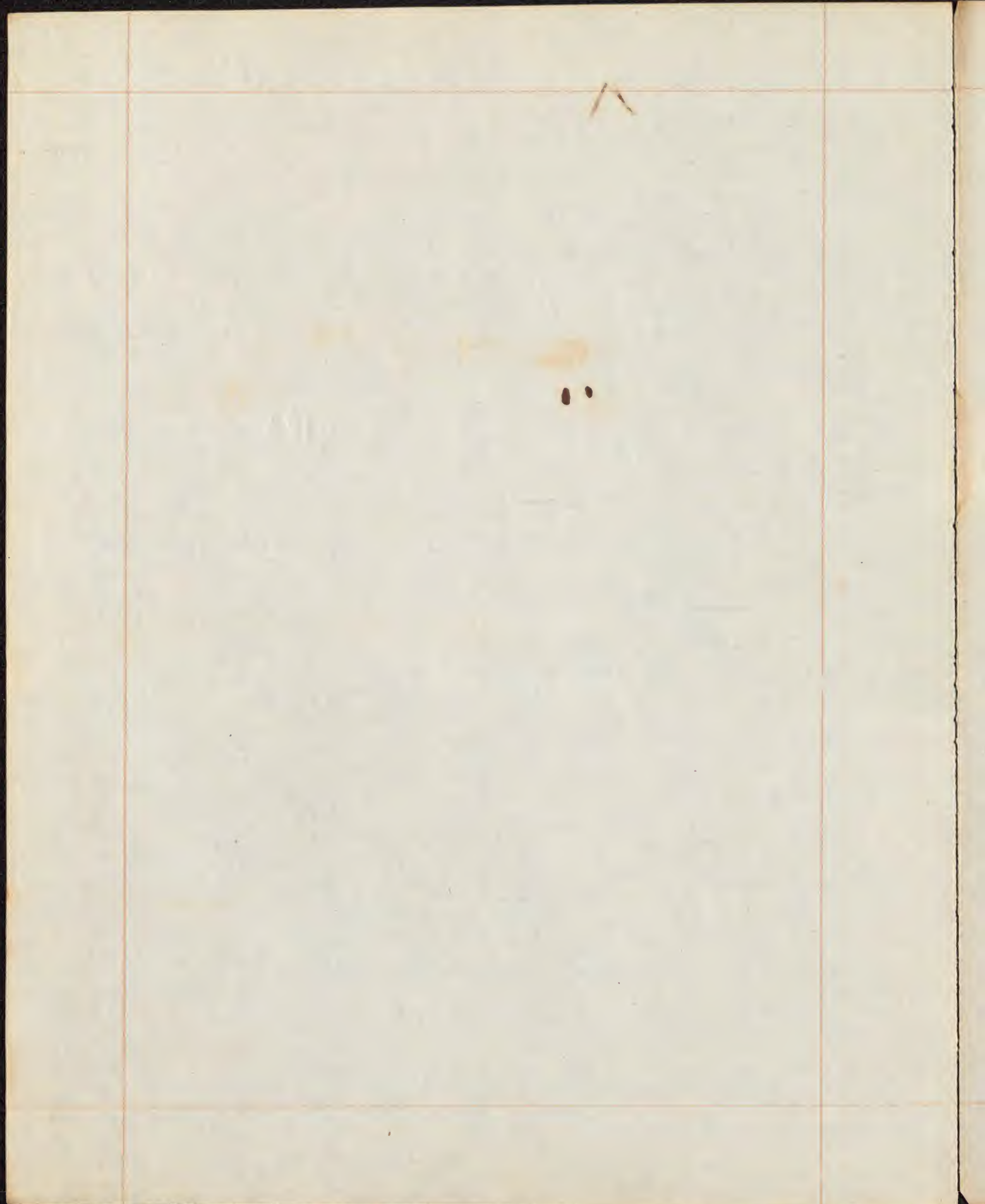
The question, how available all this
can be made for a course of instruction on the
practice of medicine, we will approach direct-
ly; - after a statement of some of the characters of the
other methods.



Unlike that which we have just noticed,
the Demonstrative method cares much less
for opinions than for facts. It is inductive
it leans even to materialism in its tendencies,
although the philosophy of its teachers may be
otherwise. It makes the individual pathology,
and especially of morbid anatomy, therapeutics,
processes of the naturalist, it observes clas-
sifications and displays with models, specimens,
and all other modes of illustration, the details
results of diseases, and of the anatomy,
and chemistry for the memory, infection, and the results.
in these details, and in their exhibition to the
senses, is its life. Of the two schools into
which medical philosophy has been divided
ever since the days of the father of
medicine himself, — the Empirics, or
simple observers, and the Rationalists, or Reasoners,
it inclines, often unconsciously, to the former. Of the
modern pathologies, it spontaneously favors blepharism.

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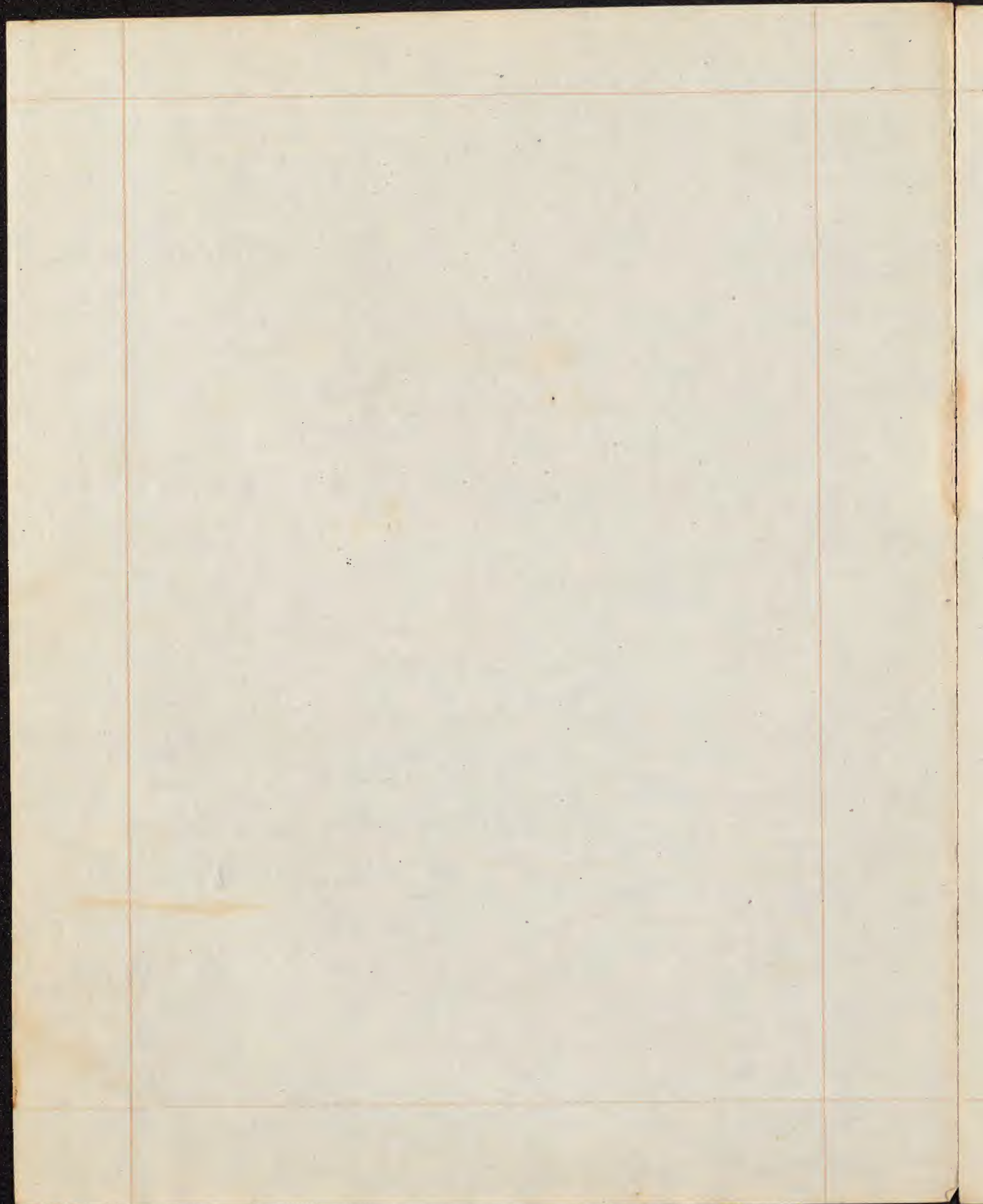
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be taught. Medicine is progressive. Some
Day they will all come into use. And, mean-
time; each of the 12 ~~with~~ hundred young
and vigorous brains in which, here, as elsewhere,
all these facts are annually mixed and
stirred, will afford an experiment in
thinking, — out of which may come, no one
knows how soon, — the very Organon
or Principia of Medicine. Some branches,
as Anatomy, ^{Mat. Medica,} Chemistry, ^{&c.}, must be essen-
tially demonstrative in their teaching; but, how
far this can, to advantage, in our Colleges,
be made the case with the Practice of Medicine,
we will enquire again presently, with much interest.

What I ~~would~~ designate as the
Descriptive and Practical method, aims to
meet directly the more immediate and most
wants of the learner.

Disease ^{after all,} is the grand object of our
therapeutic ^{constitutes} attack; ⁱⁿ the field of our labor is physicians.



The symptoms and signs of diseases;
 their history and terminations; the remedies that
 meet them, and how to use ~~these~~; such are
 the great points in practice, ~~at least~~ ^{at least}.
 It is true, — that routine rules and prescriptions
 alone, will never do; principles are necessary.
 These principles must be built on a sound
 physiology, ~~based~~ ^{correct} ~~on~~ anatomy; they require a care-
 fully elaborated pathology; micrology and chemistry,
 and all other aids to science, must have contributed
 to their establishment; but, must the whole of this
process be gone over by every student, or even
exposed in detail to him, or, can he receive
the benefit of the principles as results? — as
~~one learns the contents of a term of day, without all of our~~
~~knowing all about the manufacturing of it?~~
 This is one question. Certainly, some very ^{excellent} ~~good~~
 medical instruction has been given by those
 who have chosen the direct practical and descriptive
 method; and especially when they have been men of large

1941

2000

practical experience. Such was the
case with one of my ^{very distinguished & successful} predecessors in this
chair, — the beloved ^{and lamented} Professor
Pennybacker. The method of ^{the late lamented Professor} Chapman was a
blend of this with the ^{historical and learned,} ^{already alluded to.}
Sketching then, thus briefly, these dif-
ferent plans or ideas of teaching, let us en-
deavor to compare them, so as to judge whether one
has decided advantages over the others.

We must at once admit that
each has its ^{positive} merits. ^{The possession of} Classical and
historical lore is, to the physician, a ^{most} ~~very~~
appropriate accomplishment; ~~and~~ the reading
of no medical man, ^{indeed,} can be considered complete,
until he has obtained some general knowledge,
at least, of the history of Medicine and of
medical opinions.

And so, the demonstration, to the
eye, of all that is traceable in the effects of diseases,

1870

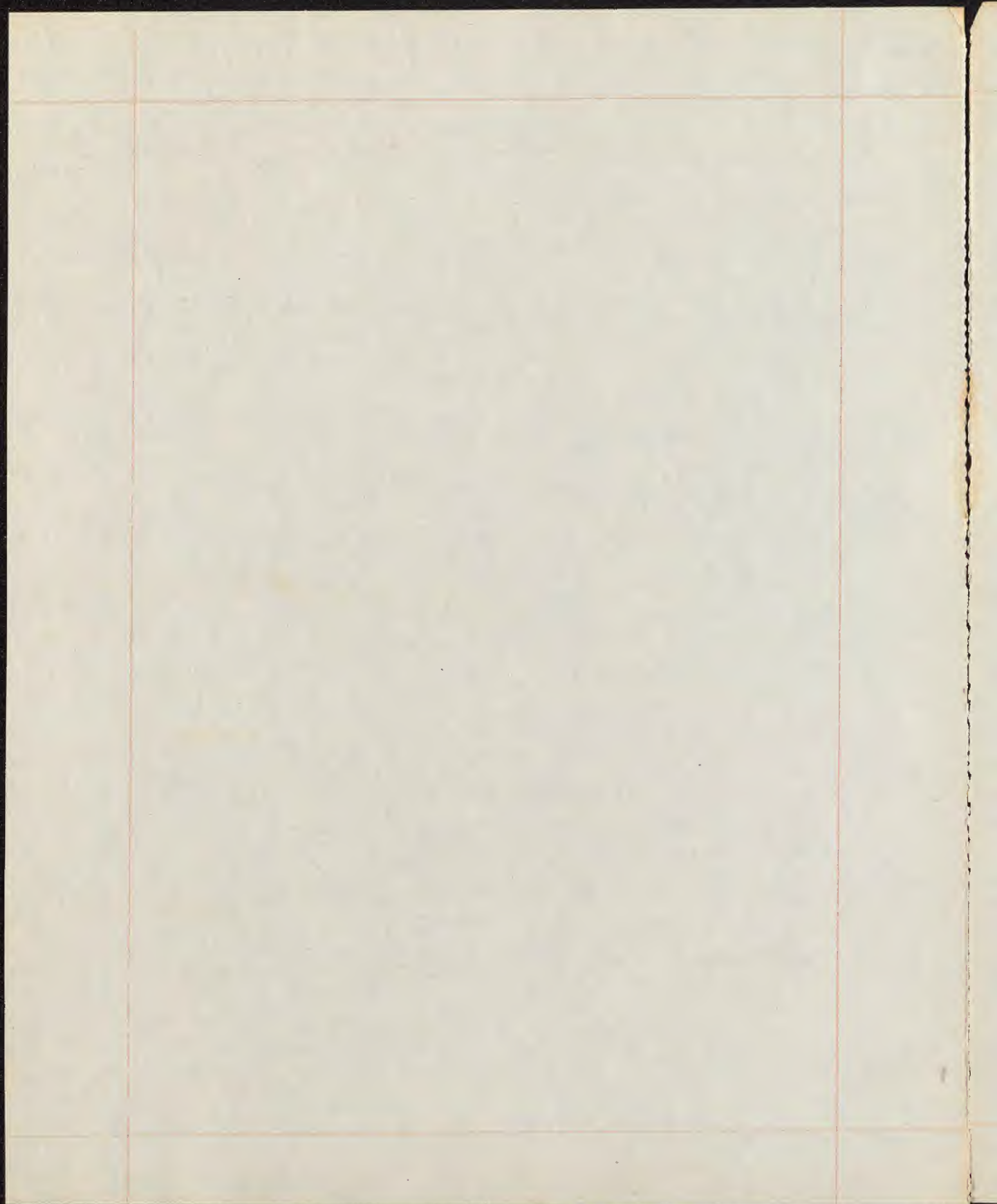
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including the use of chemistry and the microscope, for the purpose,
is undoubtedly valuable. Clearly scientific
ideas are thus obtained; - and, if ample time
were allowed in ~~each~~ every case, - such
study, in detail, of all that has accumulated
in modern ^{inductive} medicine, would be indispensable.
~~most important~~.

There is no need to expatiate on
the utility of the this method, - of describing from
^{the} life all ~~the~~ ^{the} most prevalent diseases, and
of giving the best established modes of treating
them.

But, it is to be remembered, that a
certain time only is allowed for attendance on
a course of medical instruction. That time, it is
true, is too limited; but we cannot, now, help
that. What can be done that time; and what
can we do to the best advantage?

We cannot begin with the full history
and bibliography of medicine, from Democedes ^{and Hierophilus} down
to the present day, - & then traverse all the region of



morbid anatomy and physiological path-
-ology, with all ~~their~~ details, - and, lastly, end
with the description of all known diseases,
and the discussion of ^{the} various proposed reme-
-dies, ^{concluding upon} ~~as well as those~~ ^{which} seem to be the best.
This is too much to undertake. How much of
it ^{all} must be obtained, in every practical course,
and ^{how much} ~~what~~ must be taken for granted, as already
studied, or, left for the more leisurely ~~studies~~
^{cor of adjunct collateral courses?}
investigations of the future physicians closet,
In thus surveying the field of our necessities,
for a 5th months course, - the ~~old~~ ^{historical}
^{portion} ~~it will be found, ^{mistake} ~~must be~~~~ with whatever reluctance,
~~swept~~ ^{swept} into a ^{small} ~~corner~~ ^{space}. - It will require, however,
more consideration and boldness to dispose of
~~what~~ ^{the} what we have called ^{the} demonstrative part
~~of the~~ of the scheme. There is something exceedingly at-
-tracting in its idea, and imposing in its performance,
to see, mapped out before us, the whole details of diseases

1875

structure, seems like gaining very positive knowledge.

Yet, — is this Demonstrative Medicine?
Let us not be deceived by a name; — nor,
even, by "oculis fidelibus."

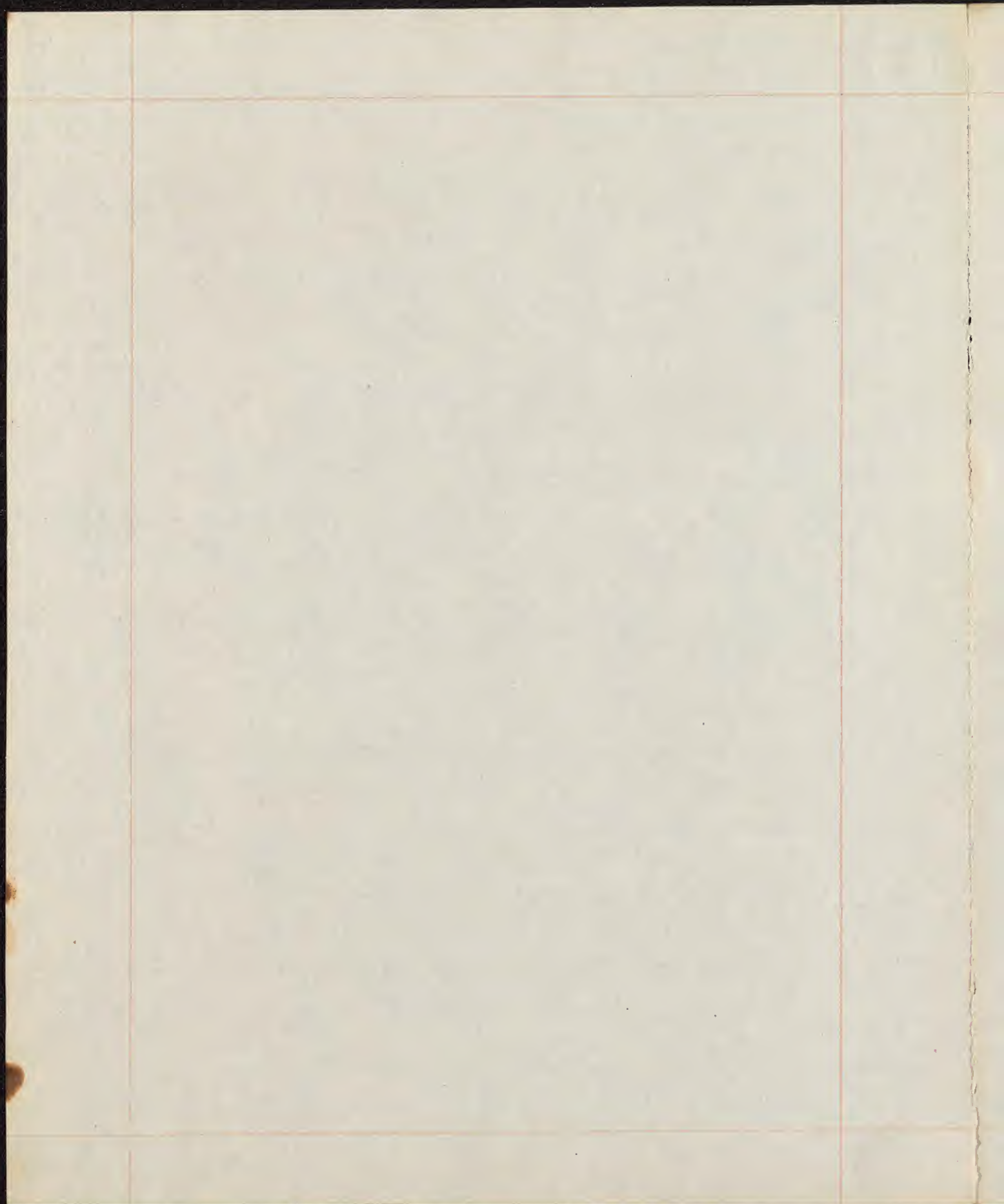
To begin with the least of its difficulties; — is it possible to have correct representations of all, or of most, of the lesions which disease produces, or leaves after death, in the human economy? I believe that it is not.

~~most — morbid anatomy is not pathology.~~

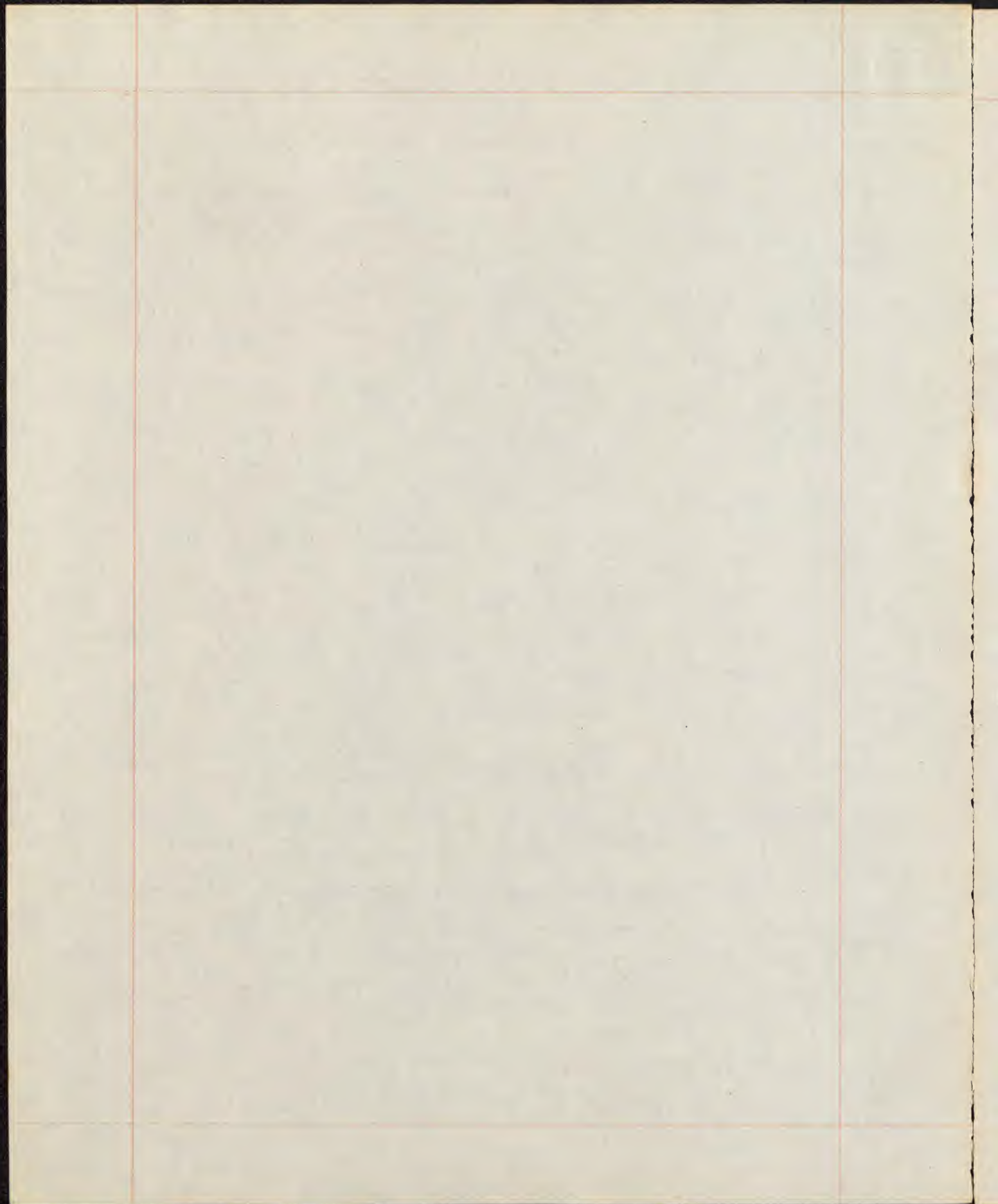
~~therefore, the necessary development of medical~~

~~science & truth — these matters are not necessary to its teaching~~

~~clinical instruction, the true Demonstrative Medicine~~
~~is not with us — real practical specimens of morbid anatomy.~~

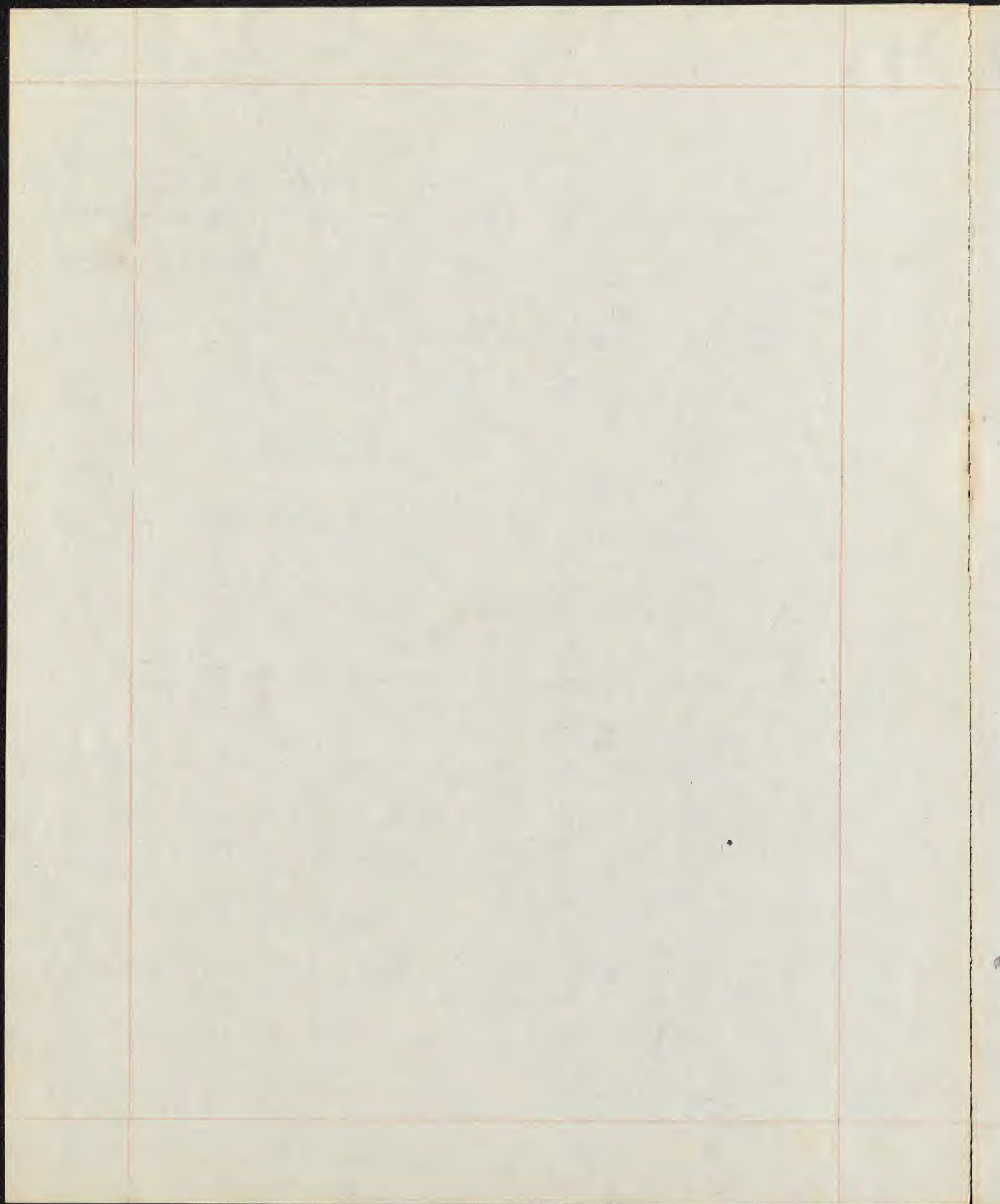


Supposing even, that all that we
 see after death has been really produced by the
 disease, and not by post-mortem changes; —
 which, in some cases is quite doubtful; — yet,
 the difficulty of faithful representation is very great,
 even by the most skilful artist. Besides, ~~which~~ it
 is only, whether in the drawing or the model, to one
 sense, that it conveys information; that of sight;
 we can know nothing of the hardness or softness,
brittleness or flexibility, lightness or weight of the
 diseased structure. Thus, imperfect, even erroneous
 ideas may sometimes be given; ~~the~~ and obscurity
 may ^{often} ~~be~~ left in the mind. Even in the very
 best of illustrated works on the skin, ^{for example,} whose dis-
 eases afford the ~~very~~ best of all subjects
 for graphic delineation — ~~as in Wilson's last~~
~~edition of plates~~ ^{the original plates, we find} ~~Scabies~~ ^{such obscurity sometimes exists.} ~~Purulenta, and~~
~~petiis / Syphilis~~ ~~as~~ ^{represents} ~~as so exactly~~
~~clear that no one could describe or name any difference,~~
~~judging from the plate alone; while, in inferior works,~~
~~such as the American Reprint of Meligot,~~ ^{for instance,} ~~in~~



~~my belief, one may learn better the~~
~~peculiar characteristics of cutaneous~~
~~disorders without their aid, ^{for description merely,} than with~~
~~that very imperfect and sometimes in-~~
~~correct ^{they give.} ~~view~~ given -~~ ^{and} a wrong idea
 of the thing is often worse than none; being
 harder to substitute by a true knowledge of it.

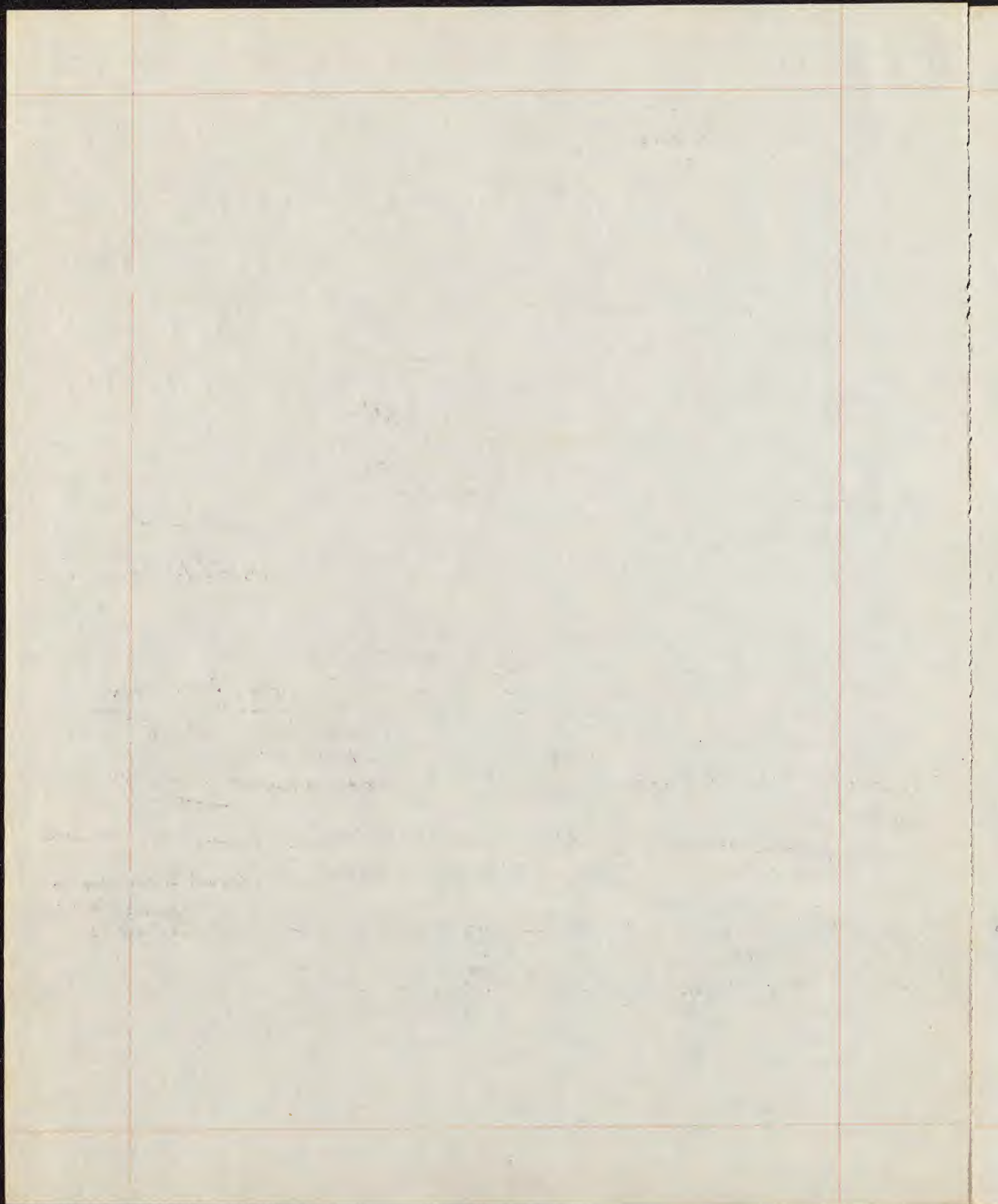
But, - further; - could we indeed
 exhibit ^{accurate} fac-similes of all the lesions that oc-
 cur; yet - gross anatomy of its most per-
~~fect state, - ^{as you have been, I think, forcibly told by one of my colleagues,} is not identical with Pathology; it~~
 is only a portion of its groundwork. Nor is it its
 main portion. Prof. Chapman used to say,
 that, to pretend to judge of the whole nature
 and laws of disease by the inspection of
 some of the tissues ^{as life} after death; - is like under-
 taking to judge of a house by the examination
 of a ~~single~~ ^{or two.} brick. At least an equally
 apt simile is, - that which compares it to the



attempt to investigate the cause and nature
 of ~~a~~ tornadoes, by the examination of ~~the~~
 fallen trees and torn down houses and
 fences in their path. This is ~~the~~ ~~the~~ the
 most apt comparison, — because, in each
 case, some information may be ~~thus~~ obtained;
some, but not all. Never would I think of
 denying that a great amount of important
 knowledge is to be gained from post mortem
 inspection of the diseased body; especially when
 aided, much more than ^{it is} now, by the micros-
 cope, and, ~~perhaps~~, by chemistry. But, first,
 I repeat, — that we cannot thus alone make
 up pathology; — which requires the careful
 observation of the deranged actions of the body
 and its parts ^{under disease}, — while it is still living; and,
 2^dly — it is still a question whether all
^{sympathetic matters can be} ~~of this~~ ~~material~~ ~~or~~ ^{visibly} introduced into
 a collegiate course, — or can possibly there have
 of instruction;

1892

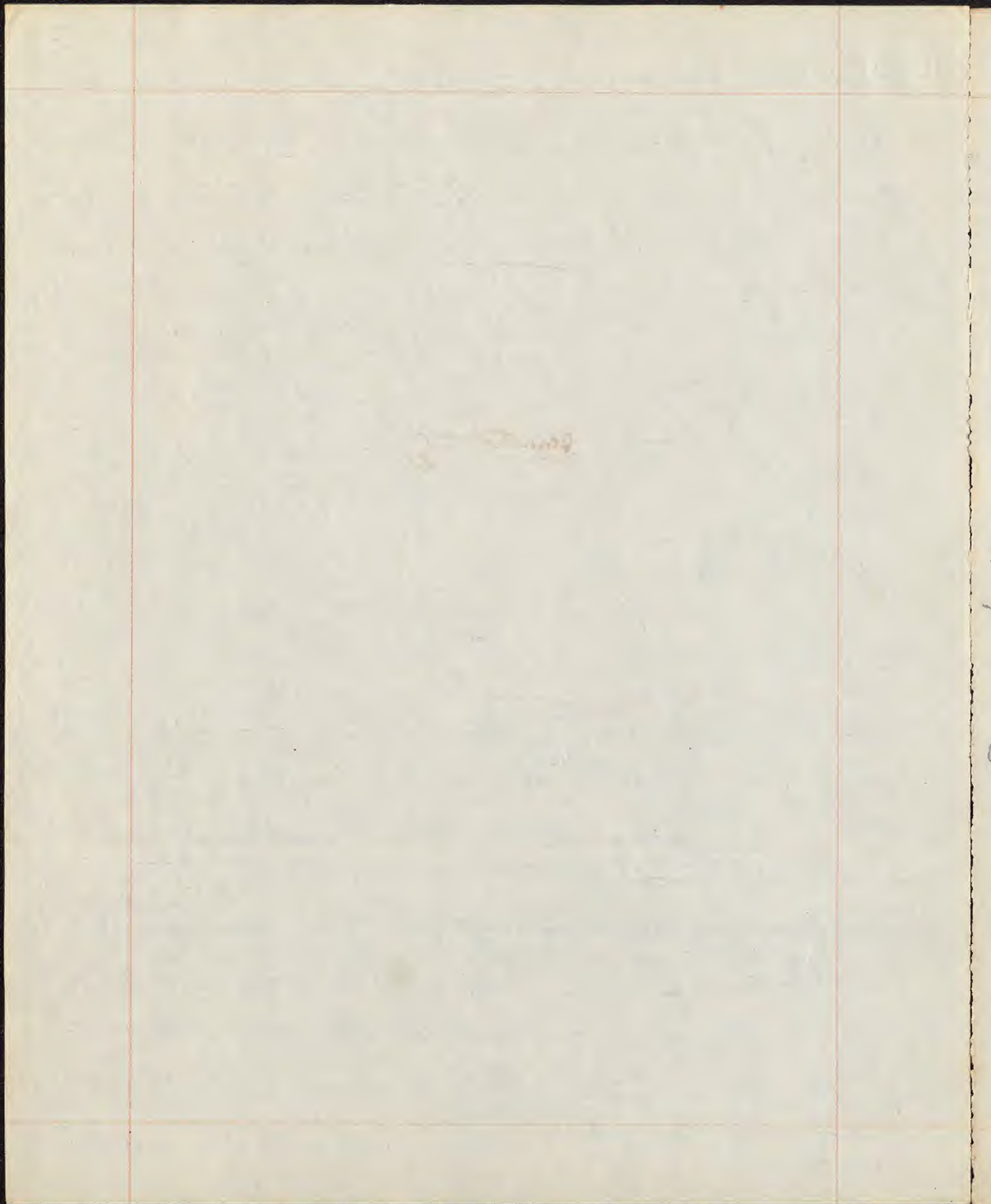
full justice done to it, - without detouring
to other topics. Minute, continued, and laborious
investigation of pathological anatomy is in-
dispensable to the advancement of medicine
as a science; but, to advance - to teach, &
to practice it, - are three different objects. To
advance the science is the ^{proper} prerogative and
~~labor~~ ^{of} comparatively few; to practice
the art, is the ^{primary} duty of the many. The question
then may, with some plausibility, be asked
^{on the principle of analogy,} must every one who uses the mariner's compass understand
the whole theory of terrestrial magnetism? Cannot
the reductions of science be made use of without
the whole process of their establishment being gone
^{or exhibited to} over by every individual? Lieut. Maury stands ^{almost} alone,
as a sort of Eolus, - ~~a~~ monarch of the science
of the winds and waves; ^{but} cannot a navigator
employ ^{Maury's} ~~his~~ chart of the winds ^{and currents} without, first,
~~his~~ going to Washington to inspect his multi-
-barious tables ^{and calculations?} It may be, ^{very} proper, answered



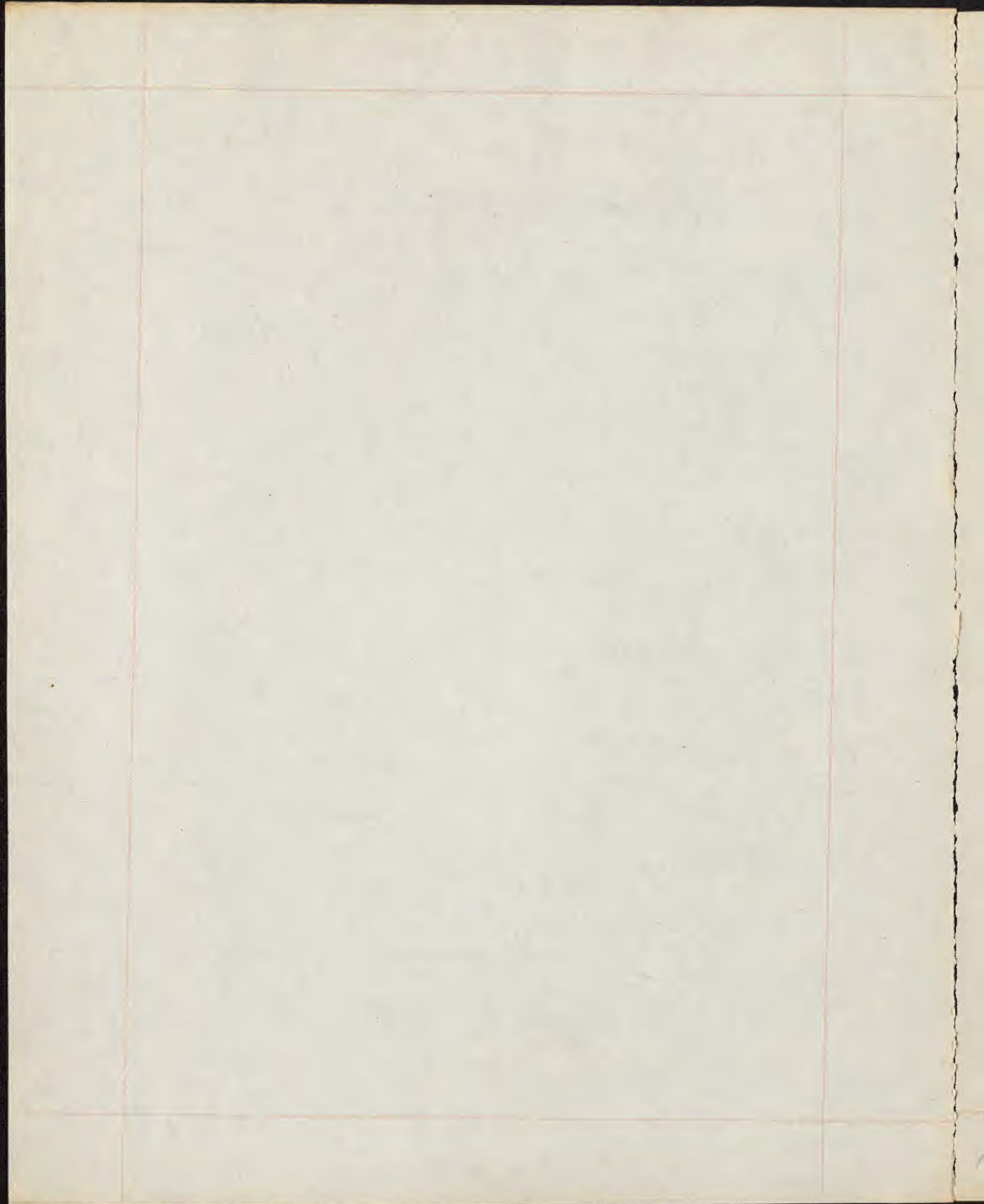
to these inquiries, — that so far, exactly,
as the process, in each case, is studied and
understood, so far is the use of such affirming
deductions a scientific man; — be he
navigator, agriculturist, or physician. all,
therefore, should be taught in such a method,
that it is possible ~~to~~ ^{to} teach. What is
possible? only, ^{demonstrative portion} ~~that the~~ shall be subordinated
to, and adjusted with, other necessary parts
of the course.

distinctly, —

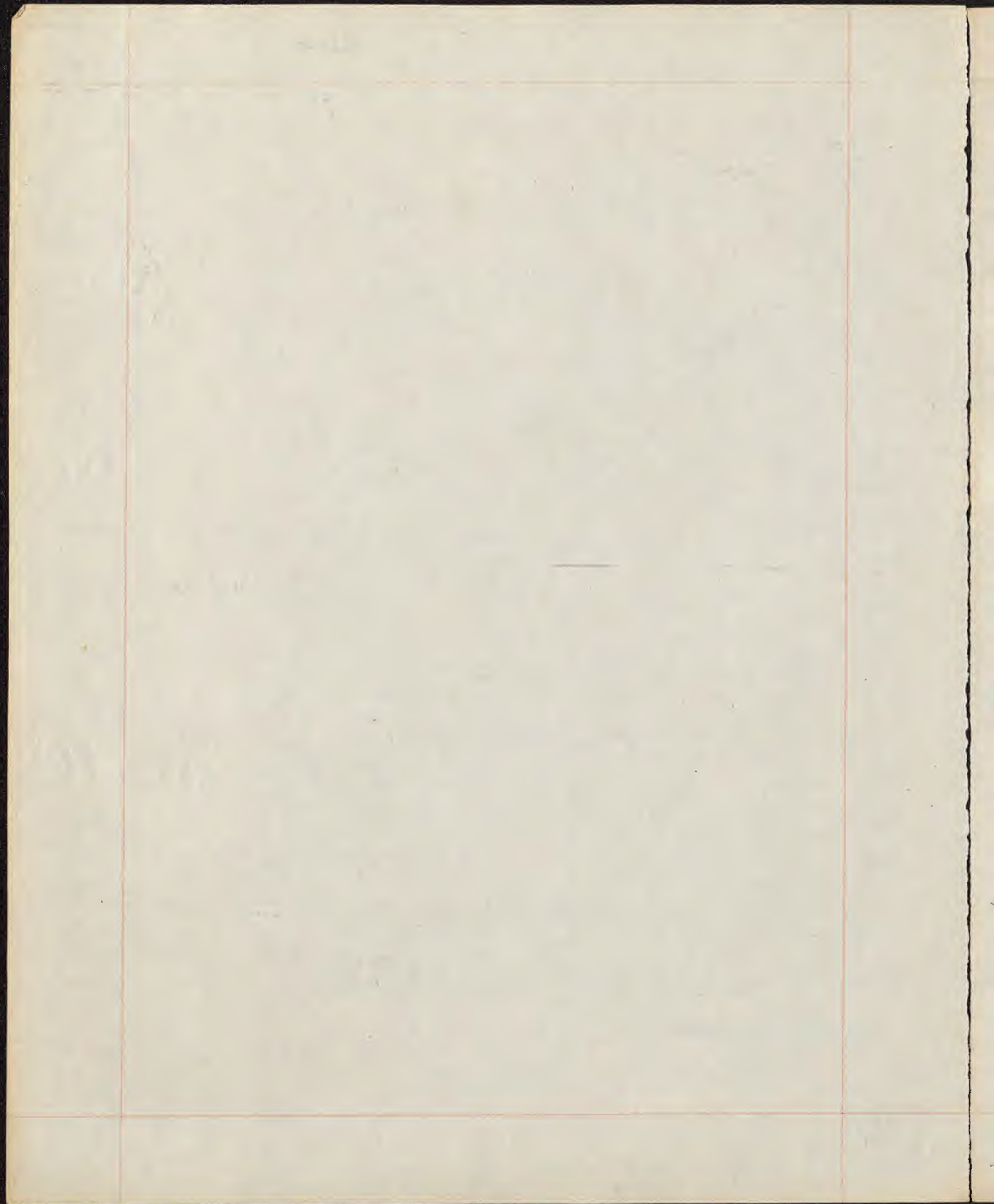
Please to understand me here, as
endeavouring to indicate ~~the~~ ^{not its want of value;} comparative sub-
ordination ^{only,} of pathological anatomy, ~~in any~~
~~mode of illustration,~~ ^{means of} ~~especially by~~ ^{paintings, models,}
~~etc.~~ ^{which} ~~is~~ ^{in some branches}
~~by far the best~~ ^{most efficient} means of inculcating them, and
~~you, to this fullest extent, imply~~ ^{and heighten} ~~off~~
~~this College,~~ ^{institutions} — ~~and~~, by no means would
I, in thus doing, depreciate the importance of
Pathology itself. The science of Disease,
made up of deductions variously attained,



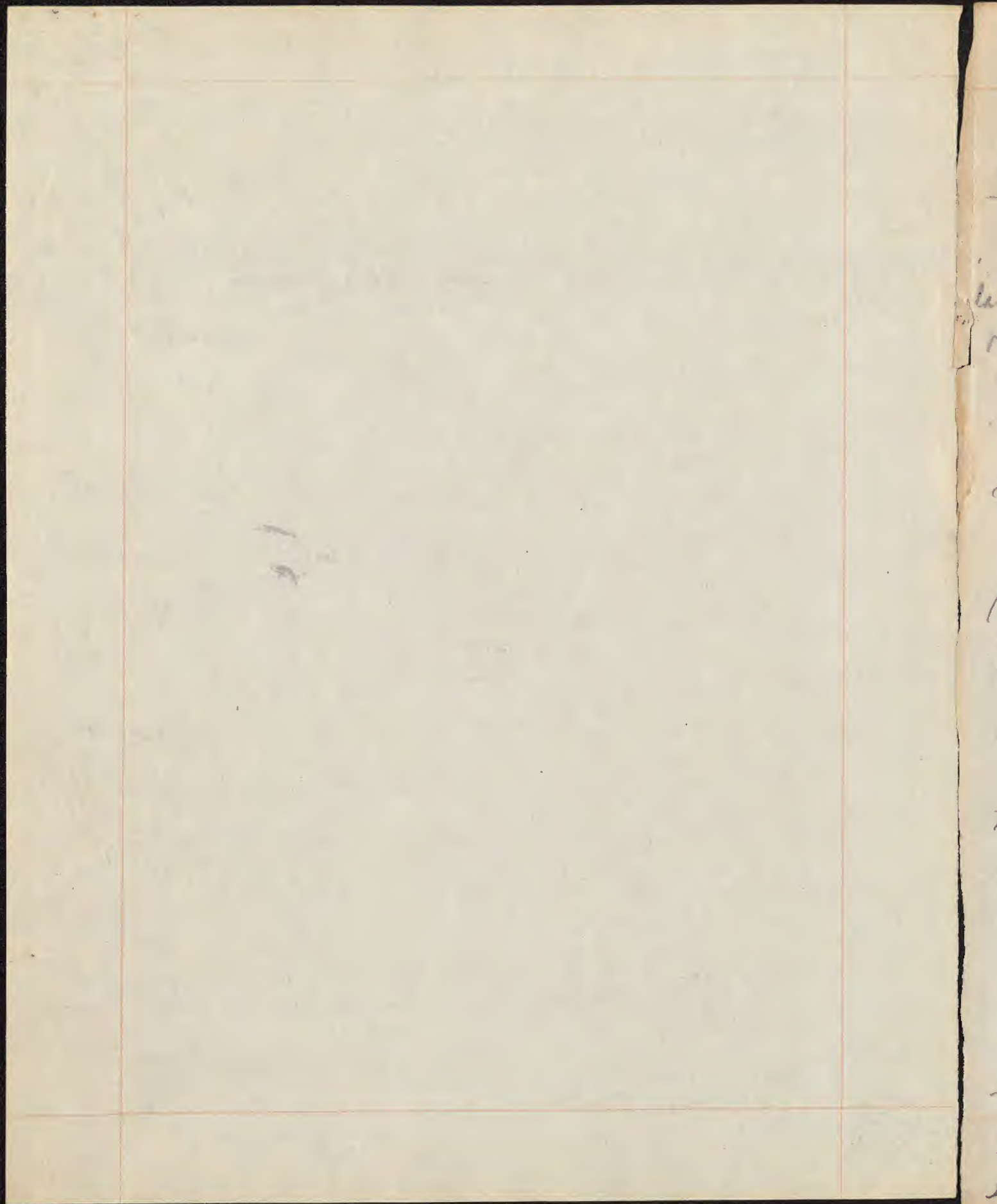
must be understood, or there is no such
thing as principles in medicine. A
truly rational, inductive and philosophical
pathology, — is the, yet infantile, almost
we might say embryonic, ~~offspring~~ of
modern ^{medical} science. Every student must
make ^{without any substitution of his} ~~it~~ ^{one of his} main studies; grafting
it upon ^{his} physiology, — its stem will ~~then~~ be
the natural support of those maxims,
and processes of reasoning, by which he
is ^{made} ready to meet the emergencies of ^{ordinary} ~~any~~
^{of ordinary} practice. Common sense is the healthy
atmosphere, in which this growth should take
place. ^{the idealist, had} Emerson said, that genius is com-
-mon sense heated white hot; but, common
sense, at the ordinary temperature of the
air, will answer our purpose, in medicine,
if it be but used ~~directly, and~~ ~~economized~~, in
a proper mode, and economized.



Perhaps it may not be amiss ~~to say~~ ^{in this} ~~in this~~ ^{connection} ~~connection~~ ^{to say} what I mean by Common Sense.
 It is, the unbiassed application of the judgement ^{where}
 in obvious methods, to obvious things. ^{Dealing}
 with abstract and uncertain questions or topics,
 it seizes upon those parts of them, those
 facts, postulates or theories, which ~~are~~
stand out clearly: making the most of these,
 it tears into pieces the flimsy cobweb tissue
 which is woven by mere imagination, or by a
 sort of Chinese ingenuity, whose triumph it is to
 puzzle. Thus it makes, of each ~~great~~
 problem, whether in science, politics, or practical
 life, — a prompt solution, according to the data
it possesses; subject to correction, under the same
 absence of bias, when new facts or considerations
 come to hand. The application of this faculty, or mode of
 using the faculties, to the ^{method of the} ~~different~~ sciences connected with
 medicine, may do much to unravel what ^{at first} appears like a tangled maze.

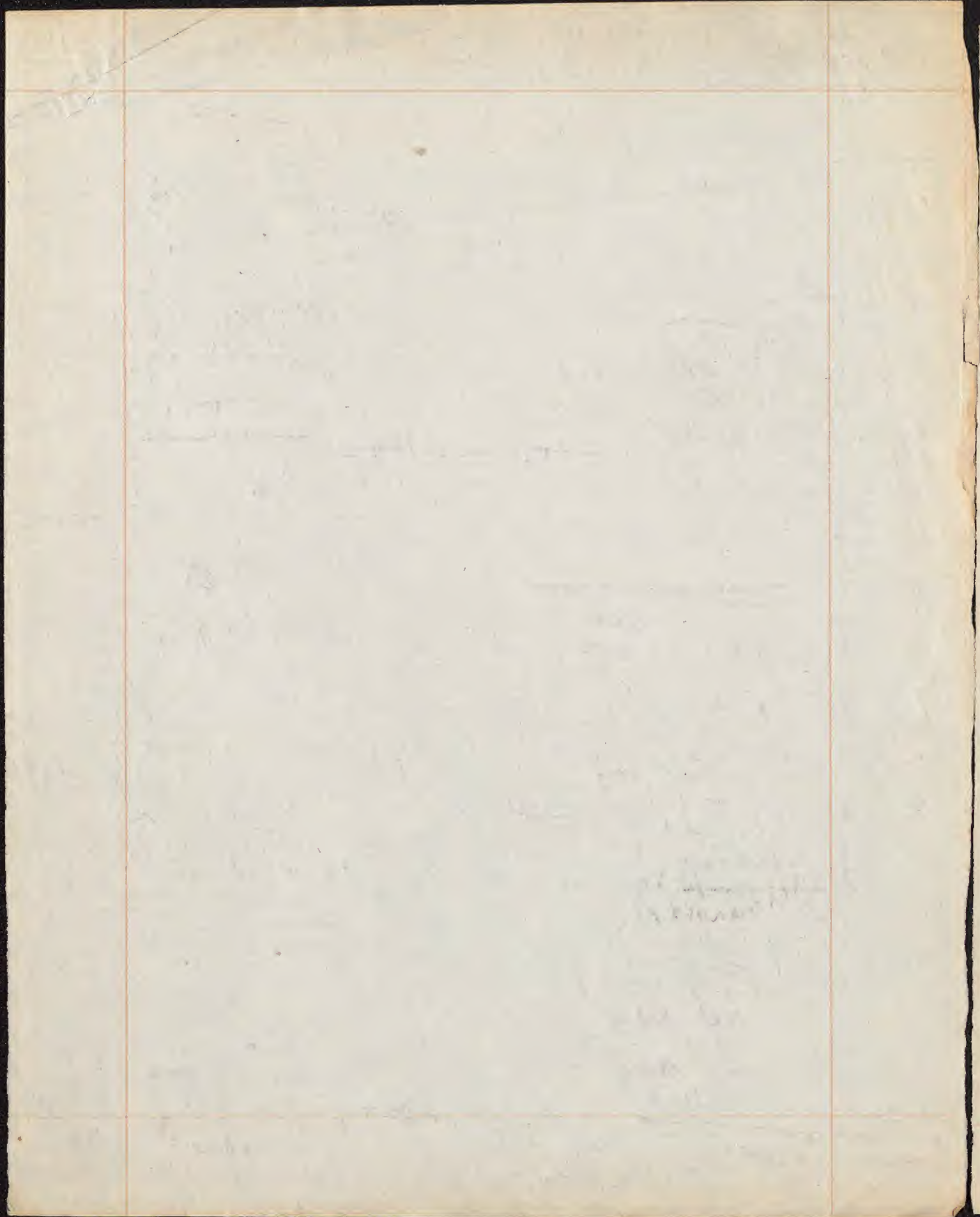


This quality, or habit, of prompt and decise
 -ive judgment, is one of the first requisites for
 Success in the medical man. With it, give him
 close observation, acute perceptions, readiness
 in the ^{calm self-possession,} adaptation of means to ends, and a Sympathetic
 nature, - and he has ^{then} only to acquire the great
 principles of Physio-pathology, and Rational
 Therapeutics, - based on the essential facts of Dis-
 -ease as compared with health, ~~and~~ the essential
 facts of clinical experience in ^{the} treatment of different
 maladies, - and he may, ^{so armed,} ~~then~~ pass, "unshaken, unshaken,
 unterrified," through ^{numberless} epidemics of Cholera, Yellow
 Fever, - Plague, - or, worse than all, of Quackery.
 His motto ~~then~~ is "Tutius Inertia, mat colum" ^{he will} car-
 -ry out the indication presented, whatever may be the
 result. You may easily see, that to be thus fore-
 -armed, - ^{physician} ~~he~~ cannot ~~know too much~~ ^{be too well versed} in the facts of the
 history of Diseases, and of their pathology, - nor in the
 facts of ^{the} Materia Medica, and of what we may call em-
 -^{or observed}pirical Therapeutics, - without which Rational Therapeutics cannot exist.



21½

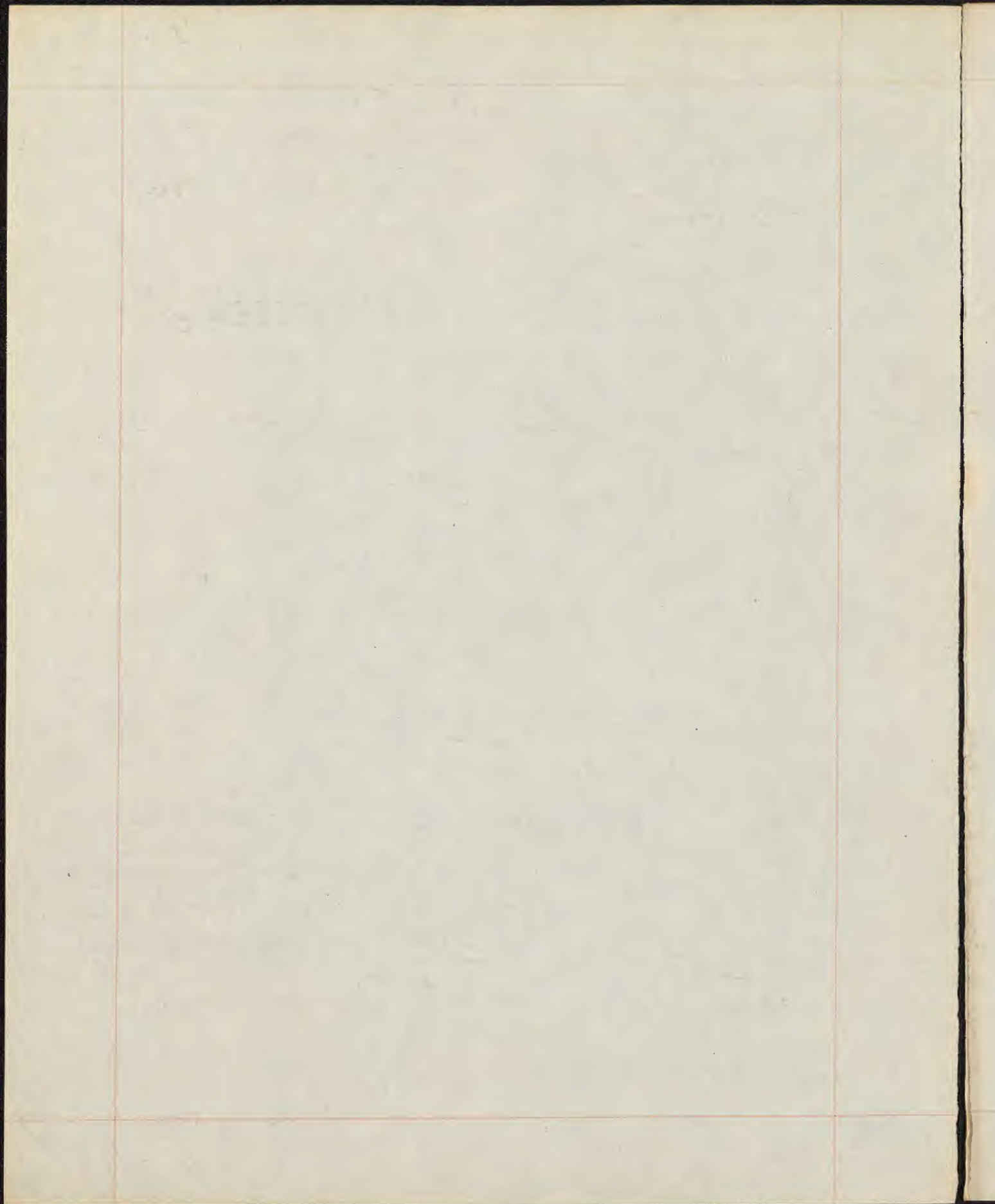
Yet, I cannot but believe, that an error is
often committed, by the attempt to teach the student
too much at once. I am sure of this first,
from my own experience, and ~~there~~ from that of
large numbers of other students. As the lacteals and
veins of the alimentary canal will absorb only
a certain quantity of nutritive matter, however
much may be introduced into it, — so the mind may
be saturated; — the brain may become replete, ~~only~~
Mental dyspepsia and regurgitation, — colic of
the hemispheres, ~~and~~ flatus of the wits, may result
from this. Not an old epicurean Roman emperor
could eat seven meals a day; — much less digest
them all; so, if we must cram into your minds the
whole substance of medical science, day by day,
upon these ^{in a 5 months course,} branches, you will gladly, ^{I know,} give us leave to
pick out the bones, and, when we can, to present the
essence of ~~necessary~~ knowledge in a concentrated
extract. Some ~~very~~ learned gentlemen insist upon their pupils
devouring the ~~entire~~ ^{entire} animal, ~~and~~ ^{very} the hardest of the hoofs
and hide. ~~and~~ magnify the smallest particulars by a glass of 500 diameters.
It should be remembered that, although the understanding is almost indef-
inite in its expansion, the memory has its well-defined limits: to over-



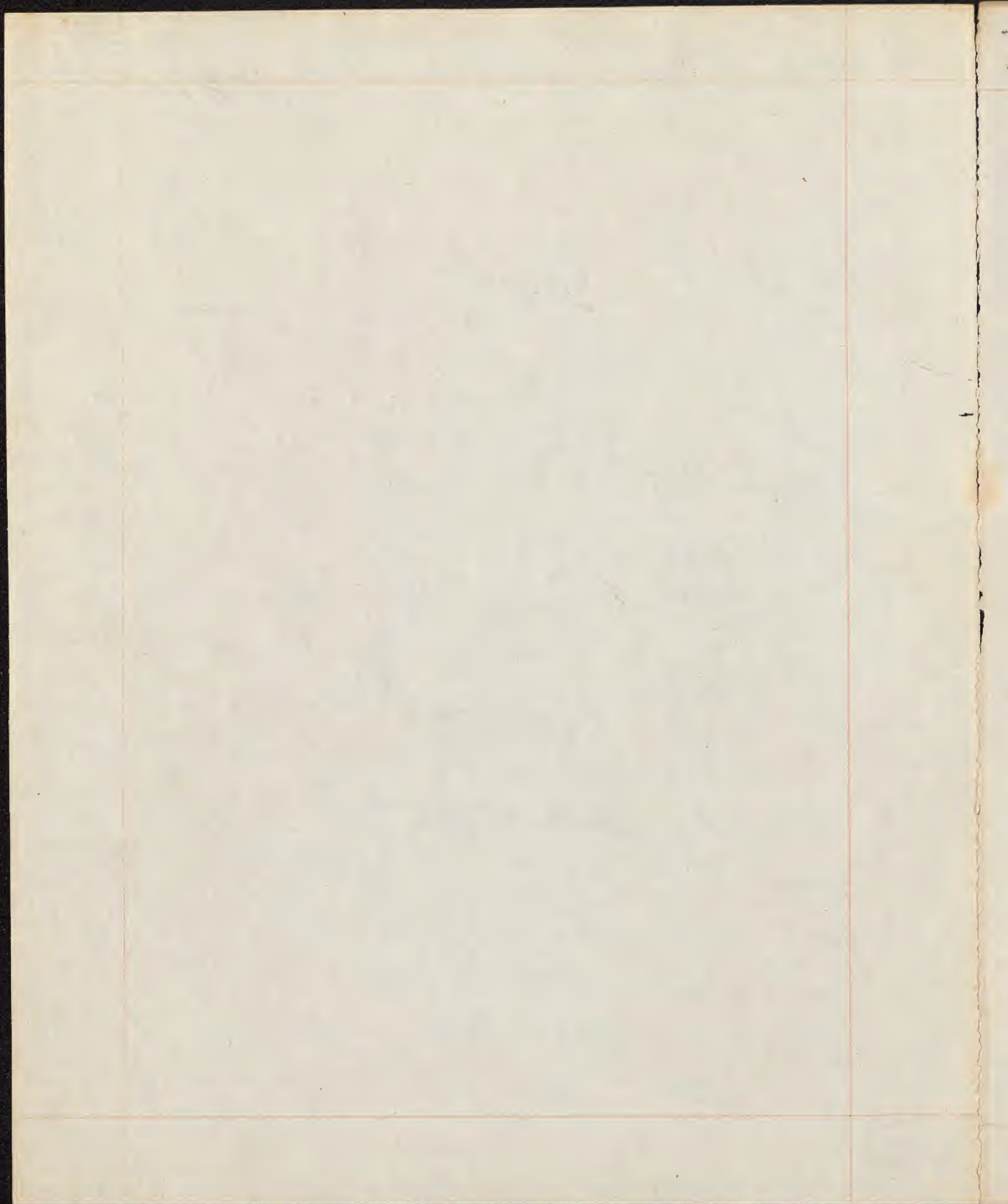
~~piece~~ which, is only a waste of words & time. (34) ~~2134~~

on the whole The Descriptive and Practical method is
(that which accords not only most ~~essentially~~ with the
ordinary plan of medical teaching in this country, but also
with the genius of the American mind, and
of American Medicine. The ~~American~~ intel-
^{of our nation}lect is preeminently practical. Capable, to an
equal degree with that of any other nation, of
effort and achievement in ^{most} ~~any~~ of the Departments of
art, literature, or science, it bends itself most
readily to those avocations and modes of action
which produce obvious, material, available and
great results. Strength in the mass, rather than finish
in the detail — fortiter in re, more than suaviter in
modo, — is its characteristic. ~~It, in those works~~
of art and composition which most require power,
^{represented by such names as Powers, ~~Carlin~~ ^{Carlin}, ~~Prescott~~ ^{Prescott}, ~~Whittier~~}
in Sculpture and History, American genius now
stands ~~prominently~~ in acknowledged supremacy.

In medical culture and acquirement,
while the Germans surpass as far in Pathological
Anatomy,



The French in Diagnosis and Micrology, —
 and the English in Medical literature, ~~and~~
~~history~~, — it has always been the opinion of
~~many~~ impartial as well as competent ob-
 servers, — that in the ^{actual} practice of Medicine
 the American physicians are, ^{even} in advance of
 the rest of the world, with them, Therapeutics are primary;
 with others, ^{to some extent} ~~secondary~~ in interest and attention.
 Those ideas of Rational Ther-
 apeutics, based on the careful study of nature
 and her powers, which are ~~best~~ in the writings of
 Sir John Forbes and others, inaugurating a new
 era in English and German ~~Practises~~ and opinion,
 have long been familiar here, as the spon-
 taneous outgrowth of the common sense of
 the ~~intelligent~~ American mind, — unbound by authority,
 and, daring much, yet having its boldness so limited
 by correct observation, — that its very errors become
 lessons, — and its progress, when made, is sure and
 substantial. The publication, ^{years ago,} of the writings of Dr
 Bigelow, upon Nature in Disease, ^{and} Self limited Diseases, &c
 illustrated the ~~two~~ ^{to which I am now alluding; and} ~~its influence upon teaching has long, with us, been~~

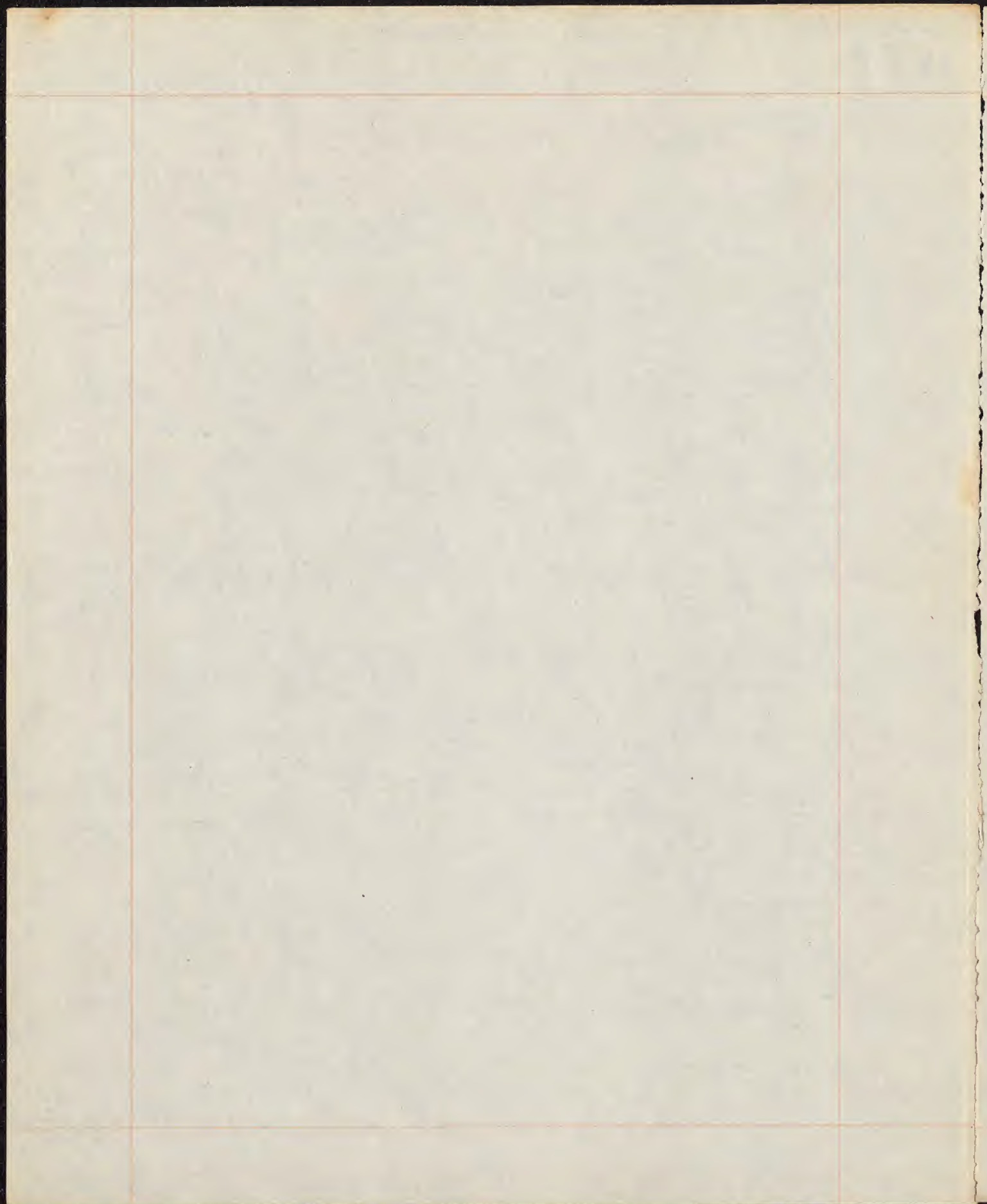


~~has which, is only a waste of words.~~
manifest.

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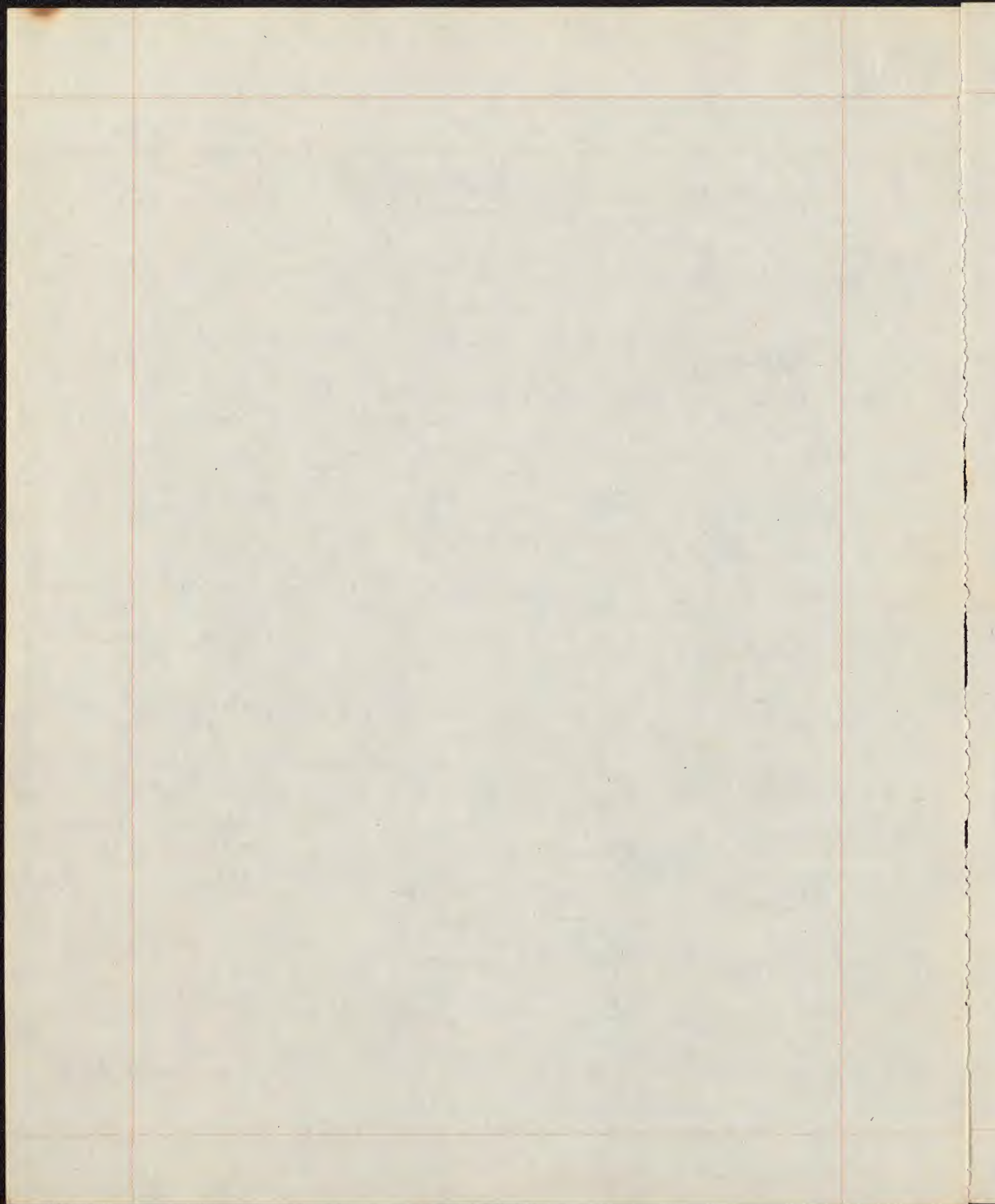
You will be ready, ~~Profrs~~, Gen-
tlemen, I ~~hope~~, to conclude with me,
that, in a short course, under the pressure
of the necessities of a student's career,
along with the ^{full} exposition of the principles
of pathology and diagnosis, and of gen-
eral therapeutics, the most urgent de-
mand upon our time remains to be, for the
descriptive and practical ^{teaching} of the
actual ^{histories &} characters of diseases, ^{in the living subject,} — and, of
the ^{importance of their therapeutic} treatment.

~~The true demonstrative medicine is~~
clinical ^{instruction} ~~teaching~~. I wish that this were
yet more available and extensive within ^{the} ~~reach~~ ^{of our colleges.}
The more the student sees of disease, — and
as it were, tastes, touches, and handles it, —
the more meaning does he find in his lectures,
and in his books. In the Hospital and in the
College Clinique, — and at the ^{private} bedside ~~with~~
with the preceptor, — there it is that will be found



the real illustrations of pathology, dia-
 -gnosis, and practice; — a comparison of
 which with all ^{other methods of exhibition} ~~the models and paintings of~~
~~all the museums in the world~~, will make
 them pale into insignificance. I believe
 that this ~~course~~ will yield to none in the
 full appreciation ^{as judges of all others} of ~~these~~ ^{Science and the} means of
 illustration of the Practice of Medicine.

The plan, therefore, of the course
 which we are about to commence, ^{will be} ~~is~~ based
 essentially upon the views ~~which~~ just put
 forth. We will endeavor to comprehend
 the subjects of the Causes, the Signs, and
 the Nature and Characters of Disease and
 Diseases, in as brief terms as it is possible
 to do, compatibly with thoroughness. We will
 try to convey sound and reliable principles
 of General Therapeutics, in anticipation of



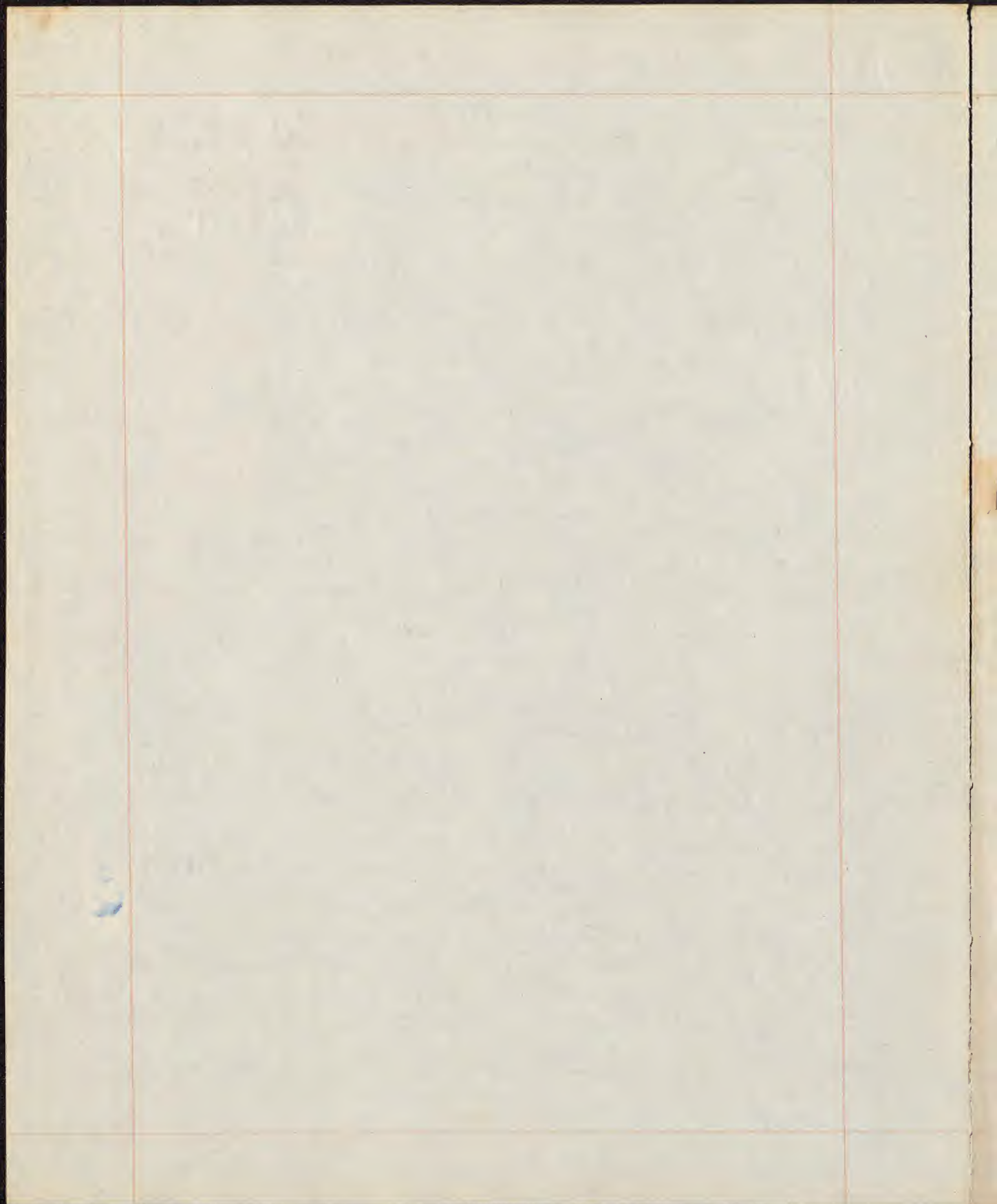
their use in application to special Diseases. This will, of course, be ~~connected~~
 with the classification of Diseases, ^{of the course & treatment}
 Nosology; — ^{with this} and a detailed history of
^{those maladies} all ~~these~~ of the most important character
 which it is possible to confound in ~~the~~
 Course. We may hope, thus, to go ^{very fairly} over the
 whole ground of necessary matter in connection
 with the subject of Practice; leaving all that is
 not ~~so~~ to be considered, for your ^{present and} future leisure
 and industry.

Gentlemen, the responsibility, to
 which I alluded at the opening of ^{this}
 lecture, is not borne alone by ~~us~~. You, too,
 must have a share in it. Let me say, to those
 who ^{may} have just entered upon the course of study
 with us, — have you considered, ^{well} what it is to
 deal with the practice of medicine? Have you ob-
 served, that it is no child's play, — no mere

trick of trade, or handicraft; — but that
 the ^{great} issues of ~~the mortalities~~ ^{go with it!} ~~the mortalities~~ ³
 To fill a churchyard, — to be ~~the~~ partner of
 the undertaker, may sound, perhaps, ^{somewhat} lightly in
 the ear as a pleasantry; but, to realize it,
 would be serious indeed.

There are moments in every phy-
 -sician's life, which no man need envy. Generals,
 statesmen, kings, — have their heavy responsibilities;
 but, the lives of all ^{or any} of these may be at the
 mercy of their physicians; & so, all ^{among} depend upon
 them. ~~Think of Dubois,~~ — They may, ~~enjoy~~

like the boatman on the Tiber, carry Caesar ^{and} ^{and}
 Think of Dr. Crichton, at the side of the dying Washington! Had the same illness occurred in the midst
 of his active and portentous career, that would have been, indeed, a fearful prospect.
 of an empire ⁱⁿ accouchement! Europe
 waits the ^{of his attendance} result; it may decide the fate of
 an age, out of a continent. What a destiny
 does he grasp within the blades of his forceps!
 What a moment of anxiety, till the first cry



of that helpless thing is heard, which may,
 hereafter,

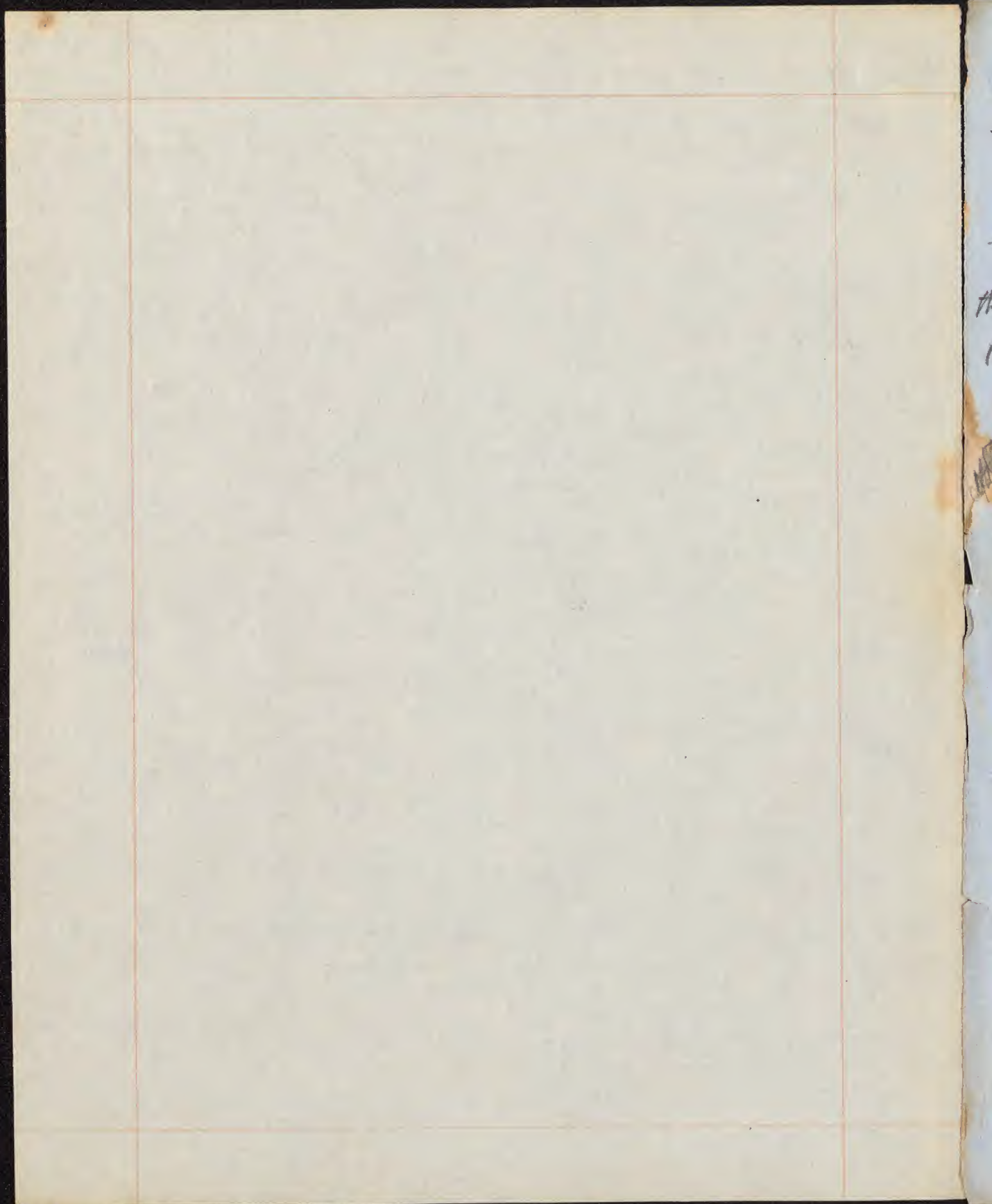
smoke the sceptre of royalty from the Tuilleries,
 or ^{aid in} ~~or~~ ^{aspirating} its centuries of crime ^{under} ~~in~~ the guillotine!

A fortune as a fee may not seem ill-placed
~~offer~~ such a responsibility: but, in lesser spheres,
 & in merely private life, ^{and in a country where, thank Heaven, royalty is not,} any one of us ^{may}
 be placed, where he would cheerfully sacrifice
^{hundreds of thousands} ~~thousands~~ to be ^{equally} ~~set~~ ^{through} with a ^{duty} ~~responsibility~~ of an
^{equivalent} ~~kind~~ kind. The reward of success, in ^{the} grateful

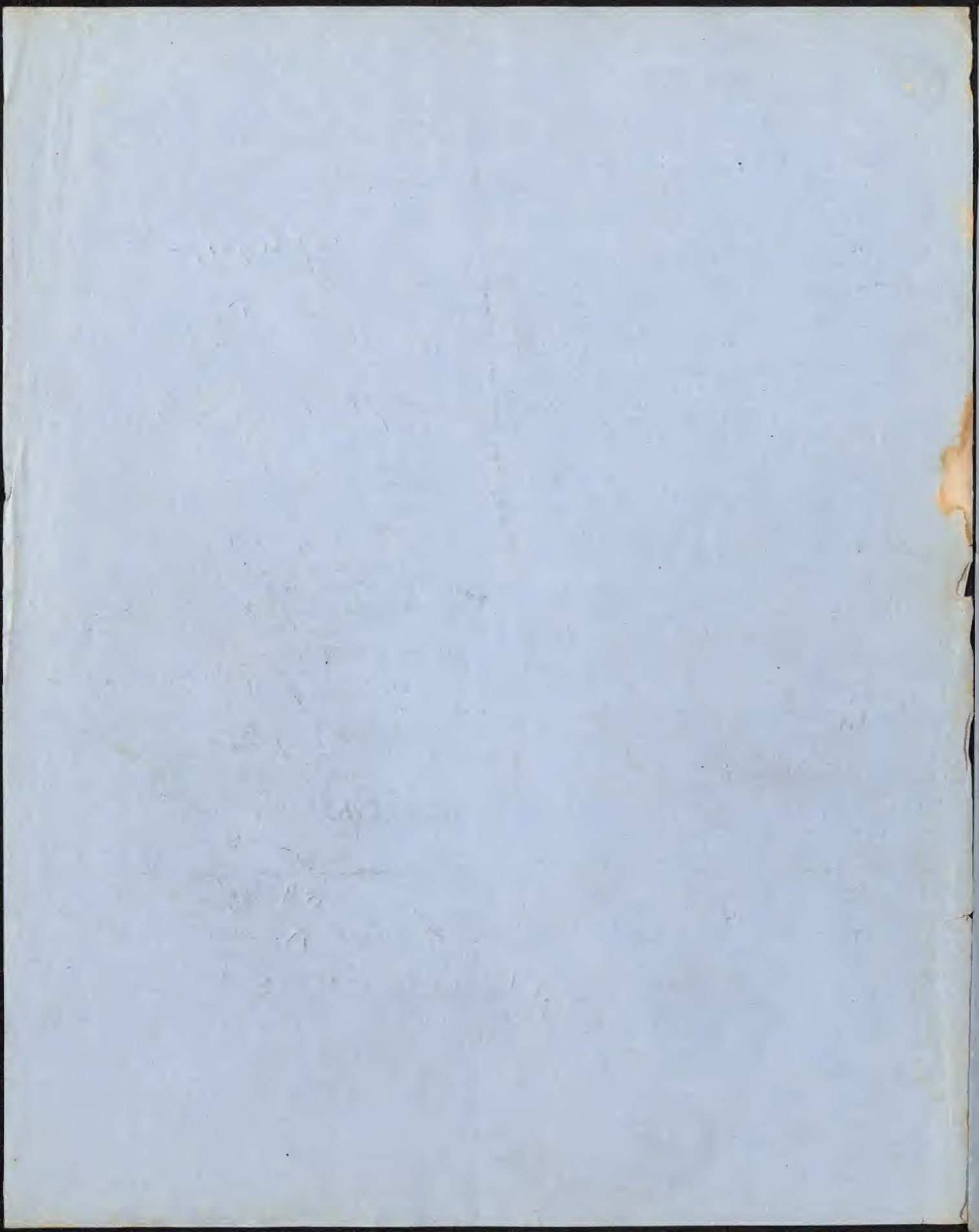
attachment of patients, in the distinction and position
 of the practitioner with "flashing honours" thick about
 him, ^{it is true, the not always,} ^{is, oftentimes,} ~~proportionately~~ ^{great}. But,

~~only~~ only the well-prepared can calculate upon
 success; and, in the event of inevitable failure,
 they alone know that it was inevitable, and,
 with a calm conscience and a tranquil mind, only
 they can conduct a ~~my~~ retreat in safety, where
 they had hoped ^{in vain} ~~for~~ a victory.

Gentlemen, ^{as us} ~~hope~~ ^{hope} that this may be the
 career of each one of you. ~~I trust that you will~~

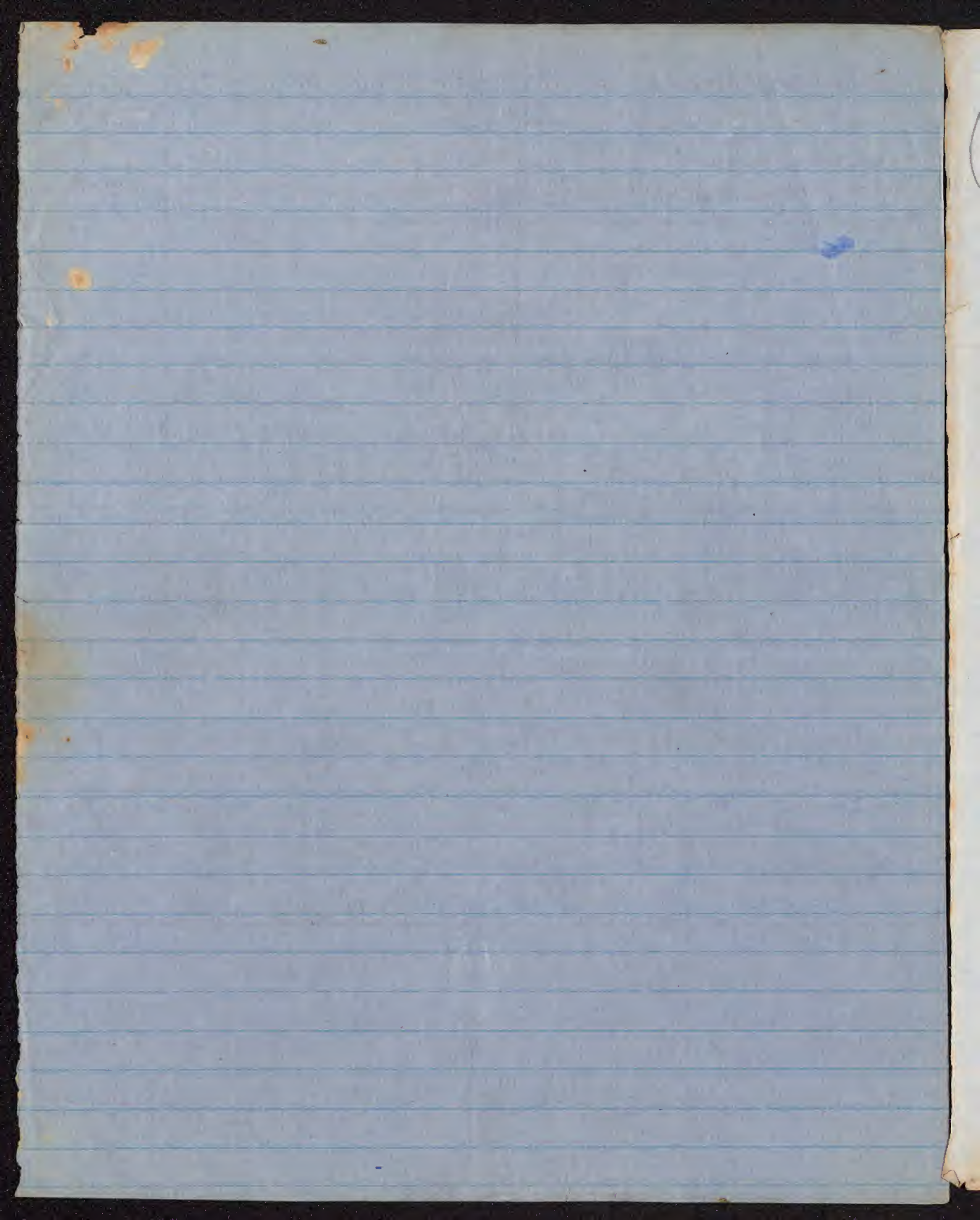


wrestle with the high problems of your
~~collage~~ - ~~and to its mission well~~
 And so, - If not yours, ^{or ours,} ~~he~~ any fortune ^{in science}
^{similante} like that of the Promethean theft - or like
^{that of} our own Franklin, the Promethus of later day,
~~also import fulmen, - scriptum, quod typant, -~~
^{if ours, he} no Phœton-gift of dangerous venture, into regions
 of untrodden truths - "Dark with excess of
 light," ^{we hope that} you ~~may~~ still be amongst the most
 useful and honored of your species; ^{as} fit
 members of what may, - in comparison with
 any aristocracy ^{of the world,} or any democracy - be
^{esteemed} ~~counted~~ as no mean order; - The great body
 of intelligent and accomplished American
 physicians!



I have already endeavored to convey ^{to you, gentlemen,}
~~what is~~ my conception of the legitimate objects of the
~~the~~ course of instruction ~~which~~
~~ought to commence,~~
~~commence tomorrow, gentlemen, such will~~
~~be our aims.~~

Assured, that a winter campaign is before us;—and,
we shall seek from every quarter resources
to ensure your ~~and our~~ success, and ours. We
trust that ~~you will~~ ^{with equal enthusiasm} on your part; and then, both
as ~~one of final~~ ^{rewards} we will be strong in a unity
of gentlemen, hardly to be dreamt of where
men count by hundreds, in the bustling crowd,
where individuality is lost sight of. We will
be strong in enthusiasm;—and this is the
life of action. And so, — if the class of the
Philadelphia College of Medicine be not the
largest in the world, — it shall be the best
instructed. We have determined it, — and
you will sanction ~~our~~ determination.

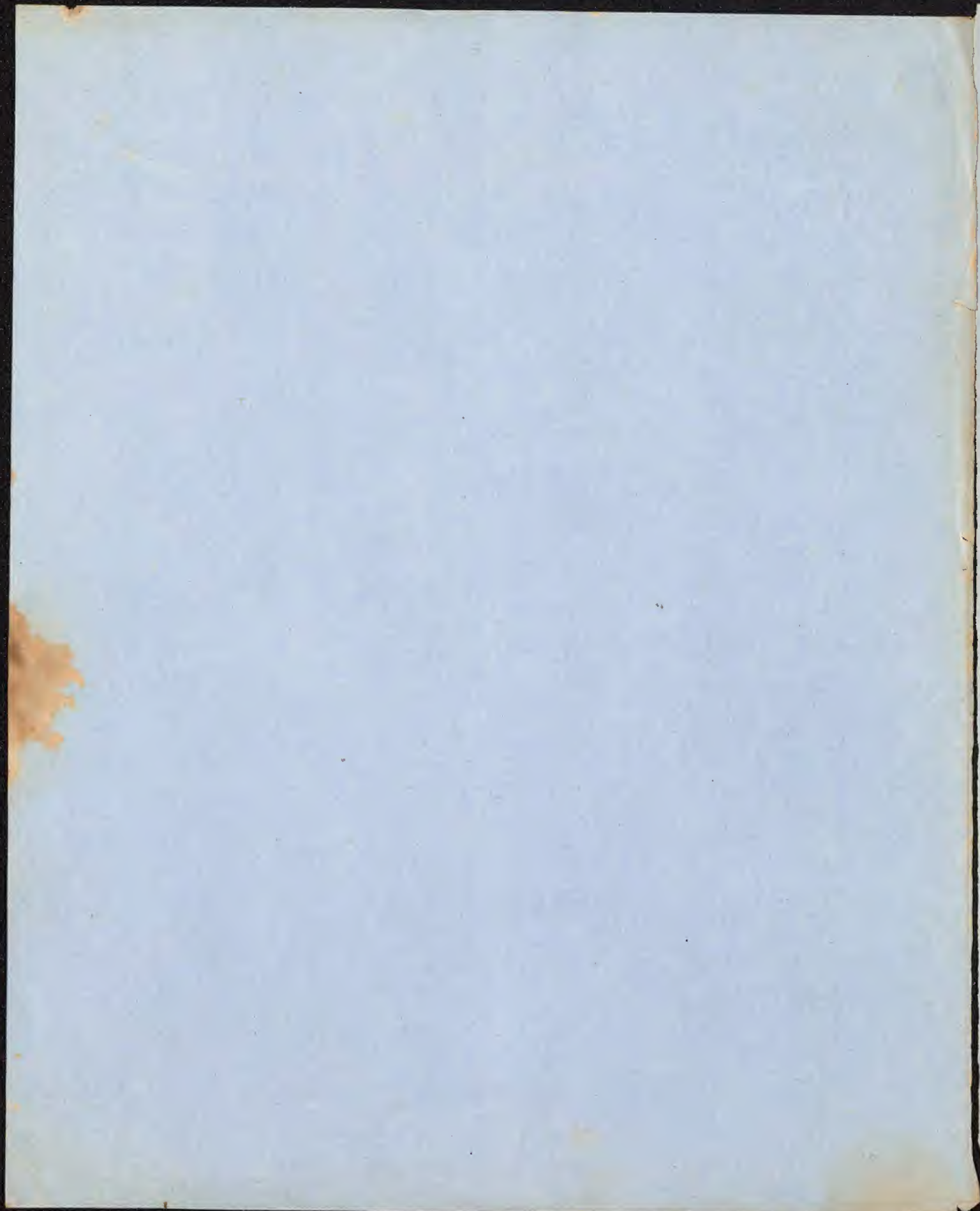


appreciated, — his art doubted, — ^{its value} ~~you~~ aspersed
and denied? So is Religion!

X Once in a while, too, — both men and
communities are aroused to a due sense
of the need they have of medical science, — even
such as the world can yet afford. — As Byron
says, —

In health, — when ill we call them to attend us,
Without the least propensity to jeer. ”

I was called, ¹⁸⁵⁴ ~~in the autumn of the last month~~, I was called
to an occasion, upon which my pride of
profession was ^{much} ~~raised~~ and gratified. A
whole community was afflicted; — in an inland
town, a hundred miles away, — Cholera had
broken out: the cold death stretched out his
shrunken hands; — collapse withered the strong-
limbed man, — and the ^{beloved} mother, — and even the child;
and, with this epidemic disease, — the equally epidemic
& truly contagious panic prevailed. By hundreds,



[Faint, illegible handwriting covering the majority of the page]

[Handwritten notes in the right margin, partially cut off]

[Handwritten note at the bottom right corner]

The inhabitants of ^{neighboring} ~~other~~ towns dreaded,
we were informed ~~as I was told~~! - even communication by
mail! It was a deserted, ~~and abandoned~~ ^{doomed} isolated place.
At this time, was it, ^{I think} that I was
^{justly} proud of my profession. The cry became,
Give us physicians! The honorable band
^{of medical men} of the locality, - true to their place & service,
were overtasked: they needed ~~and~~ ^{aid}: the poor as
well as the rich must be cured, - and death
gave too much work for all. The population of
the town grew ^{to be}, - the sick, - the dead, - the
nursing, - and the physicians!

Is not that an ^{honorable} ~~notable~~ ^{honorable}
vocation, gentlemen, - whose post, - at such an
~~hour~~ as this, - ^{besides} that of danger and action?
When all others fly, - and shrink, - and tremble,
then to go near, and work, and watch, by night
as well as by day? And the people ^{welcomed} ~~welcomed~~
^{those who yielded their assistance} as generals ^{who had} come to aid a beleaguered camp.
All who went were the guests of the community.



would that ^{more} ~~we~~ could have ^{been} ~~some~~ ~~more~~ for
~~the suffering~~ it, in its time of suffering!
If you ^{wish for} ~~give you~~ ^{even more thrilling} instances,
turn to the work of ^{Brighton} Dr. Rush, —
~~but~~ ^{what} you will find on the shelves
of our College Reading Room, ^{a work of very} ~~of~~ great
interest; — His history of the yellow fever
in 1793, in the city; or, read the account published of
the dreadful ~~epidemic~~ of the same disease a few years since in Norfolk
Potomac, in which some of our own alumni did themselves great honor.
The credit, — says he, — which the new
mode of treating the disease acquired, in all
parts of the city, — produced an immense in-
flux of patients from all quarters. My pupils
were constantly employed. I ^{presented for} visited ^{between}
a hundred and a hundred and twenty patients
a day. In the short intervals which I spent at
my meals, — my house was filled with patients,
chiefly the poor, — waiting for advice. For weeks,
I seldom ate without prescribing for numbers as
I sat at my table.

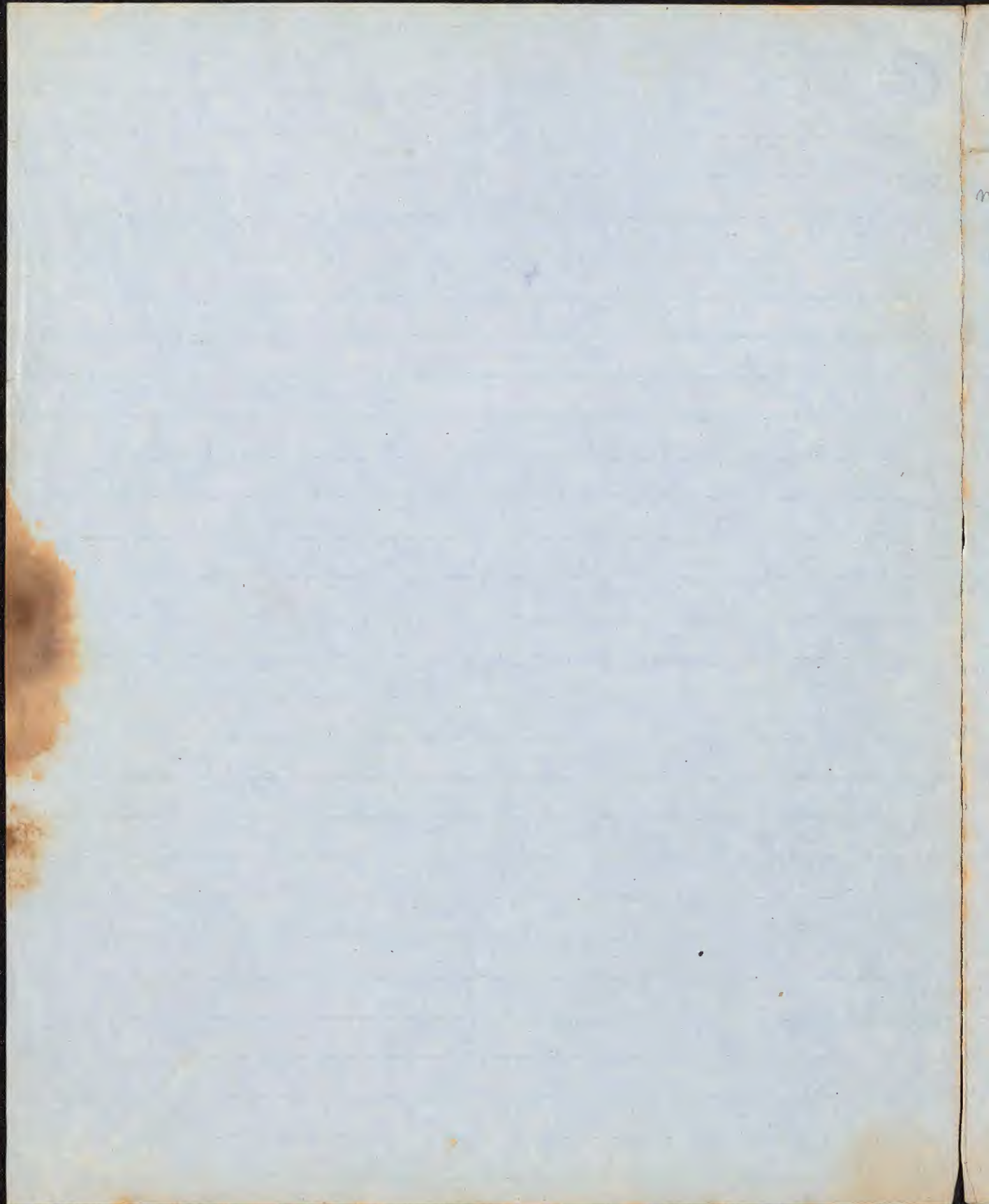
From constant exposure to the sources
of the disease, — my body became highly impregnated

There is only one thing, ~~which~~ gentlemen,
which ~~acts~~ is a drawback to the glory
of our mission at ~~this~~ and other times
of men's ^{great} need: and this is — that we can
do for them so much less than we would.
But, here is the range for our hope!
for the increase of knowledge; for the
progress of discovery; for the enlargement
of our skill, — and multiplication of the
resources of our art.

What is Cholera, — and Yellow
Fever; — Malaria, — Scarlatina? These, and other
such questions, some day, will be answered; and
with the answer, — remedies will come. We have
the language of the same eminent writers, —
^{just alluded to,} Dr Rush, — to justify this hope.
"They have", — he says, — "narrow conceptions,
not only of the Divine Goodness, — but of the

gradual progress of human knowledge,
who suppose that all pestilential diseases
shall not, — like the small pox, — sooner
or later cease to be the scourge and
terror of mankind."

X And hear, too, Dr. Smith, — one of the
X most eminent surgeons & teachers of surgery of
this age. "At present," says Dr. Smith, "all treatment
of cancer is palliative, — and directed against
local manifestations and their results. But
when we consider that, ten years ago, — before
Bennett taught us the use of Cod-liver-oil,
consumption was almost regarded in the same
light, — we surely need not yet despair of
finding some substance which may destroy and
eliminate what is noxious, or supply what
is deficient, — and so bring this intractable
disease within the proper sphere of therapeutics."



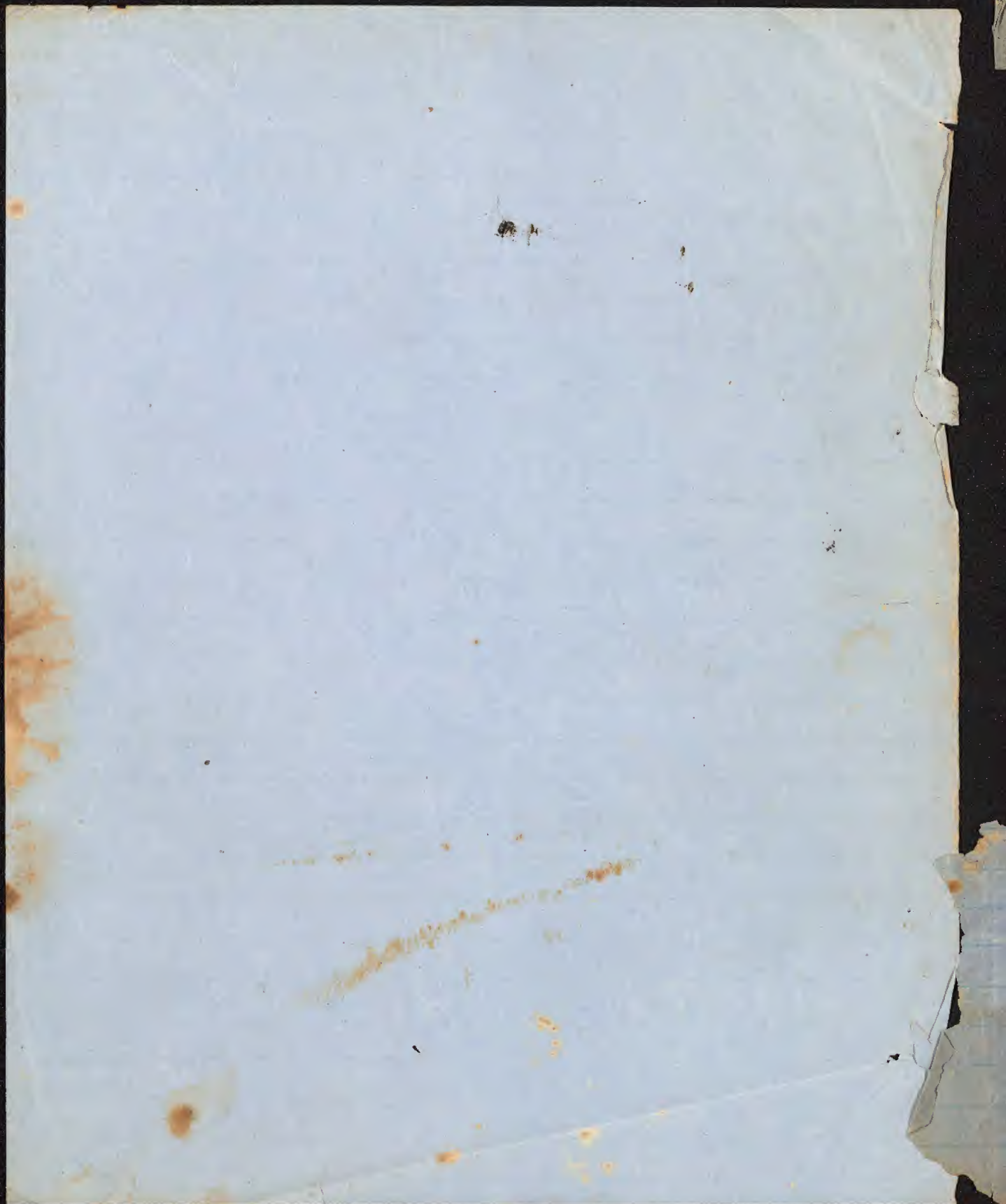
And, farther, we may quote to the
same effect, — one of the greatest of
^{modern} Pathologists, — John Simon of London.

"For the primary forms of disease,"
he observes, — forms to be encountered and
conquered by direct specific antidotes; —
I may confess that as yet Pathology has
done little. In discoveries of this nature, —
the empiricism of 5000 years has achieved
more than the new science, which is now
is but in its infancy; but, — if accident
has revealed, and if experience has con-
firmed for us, a knowledge of the properties
of quinine, of mercury, of colchicum, of
antimony, I cannot doubt that even these
great results of popular observation will be
transcended and eclipsed by the positive
results of rational pathology; — that cancer,
gout and scrofula will presently yield



to philosophical investigation what
they have refused to blundering quackery;
and that, within the lifetime of many
now in existence, there will be a spe-
cific treatment of each diathesis, founded
on an exact knowledge of the physiological
causes of its manifestation. "

X What is ~~the~~ the object of all
the instruction given in medical halls, — and ~~and~~
~~from~~ medical books, — and by Hospital bedside,
~~to inculcate~~, — but the means by which to
advance, — & to ^{as well as to use,} create, such discoveries? It
is the purpose of all our Courses — but more
directly and of special ^{perhaps of} province, that which
I have honored ~~the~~ of endeavoring ~~to~~ to fill, — to establish
upon broad and ~~sure~~ foundations, those principles
of study, — principles of thought, — and prin-
ciples of action, — which will enable you to



This Lecture, although not a long one, has
sufficiently heavy. — and we may leave, till
now, the consideration of the elements materials
to body. —

